PERIODIC REVIEW REPORT

Presented by: Monroe Community College
Rochester, New York

June 1, 2011

Chief Executive Officer: Dr. Anne M. Kress, President

Decennial Evaluation Team visit: February 26 -- March 1, 2006
Monroe Community College: Mission Statement

The mission of Monroe Community College is to provide access to high-quality education and training programs to a diverse community. Student success is the College’s highest priority. In fulfilling its mission, the College is committed to excellence in teaching, comprehensiveness, lifelong learning, and citizenship. The College embraces its role as a stimulus for economic development and values partnerships, innovation, and educational leadership.

Monroe Community College: Context

Founded in 1961, Monroe Community College (MCC) is a dynamic and comprehensive postsecondary institution located in Rochester, New York. The third largest city in New York State, Rochester, “The World’s Image Center,” is an area rich in educational and cultural resources, including the Rochester Philharmonic Orchestra, the International Museum of Photography and Film at George Eastman House, and the Strong National Museum of Play. The College, a vital resource for the community, serves the educational and workforce development needs of a region in transition. No longer dominated by large, manufacturing businesses, the Greater Rochester community is now home to smaller, more responsive companies exploring advanced technologies. In meeting these emerging needs, MCC hosts an extremely diverse student population.

In fall 2010, almost 19,000 students attended the College, and those students reflected the rich inclusiveness of the region. Of those 19,000 students, many of whom represented first-generation and low-income learners, 33% were aged 25 or older and 32% were minority students; 27% of all area high school graduates begin their college education at MCC. Currently, 70% are enrolled in transfer programs, 22% are enrolled in career programs, and 8% are undecided. Our 2009 graduates transferred to 149 four-year institutions and 90% of our career graduates who are employed full-time remain in the Greater Rochester area, many beginning careers in the growing fields of technology, communication, or healthcare.

At MCC, access and academic excellence are core values. These values shape a student-centered culture that makes higher education a reality, that offers solutions to the growing crisis of college readiness, and that creates a stronger, more flexible workforce. The College offers over 90 transfer, career, and certificate programs at four instructional sites and two extension sites. The College is in the process of establishing a robust honors college and continues to explore new models for developmental education.

The Brighton site is located on a 300-acre park-like setting at the junction of routes 390 and 590, just outside the city limits of Rochester. The 16 buildings offer learning environments that
support active, collaborative, and engaged teaching and learning, and include a 500-seat theater, an athletic complex with an indoor turf field, and a large multi-purpose campus center. A child care center and residential halls are also located at this site.

In 1992, the College opened its Damon City site at 228 Main Street in the heart of downtown Rochester. Drawing on the dynamic geography of this location, Damon is home to the Human Services, Criminal Justice, and Education programs. It is a vital and visible presence in the slow but steady renaissance of the downtown area.

The Applied Technology Center (ATC) is a 53,000-square-foot, state-of-the-art facility for technical education and industry-based training and contains a computer lab, multi-use classrooms, laboratories, conference rooms, and the offices of the Rochester Tooling and Machining Association. The ATC houses certificate and degree programs in Automotive Technology, Heating, Ventilation, and Air Conditioning/Refrigeration, and Precision Tooling and Machining. The ATC also provides noncredit courses and corporate industrial training.

MCC’s Public Safety Training Facility (PSTF) is a regional emergency training complex owned by Monroe County and the City of Rochester and operated by MCC. Here, in addition to offering degree and certificate programs, the College trains police, fire, and emergency-medical personnel. For professional and volunteer firefighters, the PSTF offers aircraft simulations, burn buildings, and other fire training props. Police officers and recruits learn and refine skills in a crime scene simulator, a firing range simulator, and a TEAM/Tac simulator. Abundant medical resources are available for EMS training.

MCC has a long history of innovative practices and of establishing long-term and effective community partnerships. Our alliances with a number of school districts tackle such issues as college readiness and STEM recruitment, providing support and resources for many first-generation, low-income, and underrepresented students. Our commitment to diversity enables all students to embrace global responsibility and inclusive excellence. Our 2+2 agreements serve as exemplary pathways to transfer and our fast-maturing Honors Institute serves academically talented and highly motivated students. Our Cisco Networking Academy responds to the growing needs of area employers looking to hire highly skilled information technology professionals. Our service-learning initiative sends over 1,800 MCC students into the community each semester. These examples hint at the scope of MCC’s educational programs, of MCC’s commitment to the values of access and rigor, and of MCC’s stature as an invaluable regional resource.

Resources in support of MCC’s operations in 2010-2011 are budgeted to include $59,843,000 from tuition and fees, $1,974,000 from other sponsored programs, $38,389,939 from SUNY allocation, $16,680,000 from Monroe County, $2,013,000 from charges to other counties, $3,376,061 from allocations from the fund balance, and $1,504,000 from other sources.

Structures

The College is governed by a Board of Trustees. The Board of Trustees sets policy and institutional priorities; the president of the College leads the institution in its work toward those
priorities. The Board of Trustees is comprised of nine community leaders and one student. Four trustees are appointed by the Governor of New York; five are appointed by the Monroe County Legislature (the College’s local sponsor); and a student trustee is elected annually by his or her peers. This composition follows the provisions of the New York State Education Law.

The Faculty Senate, MCC’s academic governance organization, the Faculty Association, the union for teaching and professional staff, and the Civil Service Employees Association, the union for local government employees and state workers, together are recognized for their important roles and participation in the overall leadership of the College.

The Periodic Review Report Process

Monroe Community College has made a significant investment in creating a campus-wide culture of assessment and collaboration. This effort clearly influenced the way that the College has approached the periodic review.

First, MCC selected the chair of its 2005 self study to lead the steering committee for its Periodic Review Report. This choice promotes continuity in accreditation activities and provides robust institutional knowledge for the team members. The Steering Committee, composed of 9 members, was representative of the College community and included both faculty and staff.

The Steering Committee began by researching the progress made at the College since the 2005 reaffirmation of accreditation. Using the Middle States Commission Handbook for Periodic Review Reports as a guide, team members compiled lists of resources – reports, College web pages, offices, and interviews – that could serve as a starting point for research. As a team, the group reviewed the lists and made additions and modifications. Once the research was completed, members of the steering committee were then responsible for writing the sections assigned to them. As sections were completed, team members forwarded the collected research materials and the completed sections to the co-chairs who served as the final writers and editors of the report. Several Steering Committee members also reviewed sections of the report and assisted in editing.

The College community was involved in reviewing the report before it was finalized. The President and Vice Presidents were provided with drafts of each section once they were substantially complete. Once reviewed by senior College leadership, the drafts were made available to the College community.

Changes at MCC Since 2005

Although Section 3 of the report documents the major challenges and opportunities confronting the College, other significant changes need to be summarized:

- saw the completion of Canal Hall in fall 2007, raising residence hall capacity to 772;
- wrote Forging Connections: Serving Community Needs, MCC’s 2007-2011 strategic plan that incorporated the information from the Middle States accreditation (2006) and proposed minor modifications to the mission statement (Exhibit 1.1);
• completed a three-year implementation of a new Banner database that integrated and enhanced access to all student, human resources, financial, and advancement systems;
• opened the LEED Silver certified Wolk Center for Excellence in Nursing facility, which houses state-of-the-art nursing facilities and strengthens MCC’s role as a leading provider of highly trained and qualified healthcare workers to the region;
• became the only college in New York state to offer a Gateway to College program. Funded by the Bill and Melinda Gates Foundation, this $4.3 million partnership with the Rochester City School District will help up to 367 high school dropouts earn high school degrees and establish pathways to postsecondary education. In its most recent budget, the Rochester City School District de-funded this program.
• developed a five-year Facilities Master Plan (2008-2013) approved by the Board of Trustees, the county legislature, and the state. The plan identifies over $70 million in capital projects;
• witnessed the retirement of R. Thomas Flynn, the College’s fourth president. After Larry W. Tyree served as Interim President during the 2008-2009 academic year, the College selected Dr. Anne M. Kress as MCC’s fifth president. Before taking office in June 2009, she served as Provost and Vice President of Academic Affairs at Santa Fe College in Gainesville, Florida;
• established the Agriculture and Life Sciences Institute, focusing on land use advocacy, marketing education, and academic instruction for agribusiness professionals;
• launched a new initiative to infuse global learning into the general education curriculum;
• funded and built the LEED Gold certified PAC Center, a field house to support academic, athletic, and recreational programs at the College;
• received $750,000 from a successful FIPSE grant application to address the emerging crisis of college readiness (Exhibit 1.3);
• created 21 new degree tracks and certificate programs, including Cinema and Screen Studies (A.S.), Addictions Counseling (A.S.), Entrepreneurial Studies (A.A.S.), and a Sustainability Certificate;
• supported 18 major program revisions, including Construction Technology (A.A.S.), Culinary Arts Certificate, Massage Therapy (A.A.S.), and a Mathematics Certificate;
• embraced SUNY’s new strategic plan The Power of SUNY for future planning initiatives.

Highlights of the Periodic Review Report

Section 2 addresses the recommendations and suggestions from the 2005 self study. The visiting team presented the College with five recommendations:

- the need to establish a formal procedure for the Board of Trustees to assess the effectiveness of the strategic plan;
- the need to maintain college-wide efforts at promoting diversity in faculty and staff recruitment;
- the need to ensure that all academic programs comply with the general education requirements defined by MCC and by SUNY;
- the need to develop an accountability system to make sure that information literacy, critical analysis and reasoning, and the study of values, ethics, and diverse perspectives are incorporated into the general education program;
- the need to create a plan for assessing on-line learning.

In addition, the team also endorsed additional recommendations that the College made for itself in the self study and offered suggestions. These additional recommendations are addressed in a matrix located in the appendix.

Section 3 identifies the challenges and opportunities facing the College in the next several years. These issues include the decline in the number of high school graduates in the county and the renewed efforts to target other student populations; the continuing fiscal crisis and the resulting funding gaps; the emerging crisis of college readiness and the linked urgency of the completion agenda; the retirements of a number of senior-level administrators and the on-going reorganization initiatives; the effort to build a new downtown facility; and the current focus on crafting a campus-wide sustainability plan.

Section 4 addresses financial and enrollment trends and projections. This section provides a comprehensive narrative about the College’s tripartite funding model: student tuition, local sponsorship, and New York state allocation.

Section 5 discusses assessment, illustrating how the goals of institutional assessment and learning outcomes assessment are both unified and, at the same time, fluid and dynamic.

Finally, Section 6 reviews the links between planning and budgeting, illustrating how the College integrates these two processes.
Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
(For SUNY Community Colleges Effective October 1, 2009)

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE requirements of affiliation and “Related Entities” policy.

This signed statement should be attached to the executive summary of the institution’s self-study report.

Monroe Community College
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission’s compliance requirements for this institution and will uphold State University’s policies pertaining to MSCHE standards and requirements of affiliation.

Anne M. Kress, Ph.D.
(Campus President)

Kenneth G. Goode
(Chair, Campus Board of Trustees)

Carl Hayden
(Chair, SUNY Board of Trustees)

3/9/11
(Date)

3/9/11
(Date)

4/8/11
(Date)
Section 2
Responses to Recommendations from the Middle States Reviewing Team

Monroe Community College included 44 recommendations in its 2005 self-study. The visiting team gave the College 5 recommendations. We have carefully considered all recommendations and have either completed them or made significant progress toward their attainment.

MCC implemented most of the recommendations it gave itself. These are described in matrix format in Exhibit 2.1. The 5 recommendations made by the visiting team are covered in more detail in this section.

Standard 4: Leadership & Governance
Recommendation: While the Board of Trustees was involved in the development of the College’s Strategic Plan and is updated on the progress made by the College in implementing its goals and objectives, it does not have a formal procedure in place for periodically and objectively assessing its effectiveness. Accordingly, to meet Middle States Standards the team recommends that such a procedure be developed and implemented.

After reviewing this recommendation, Dr. Kress adopted a dashboard approach in order to more fully engage the Board of Trustees. By using a basic green/yellow/red dashboard format, the Board is provided both an update and an opportunity to assess the implementation of the College’s Strategic Plan. The Board receives an update each month, a process that will continue as the College begins to develop its next strategic plan. As this excerpt from the actual dashboard demonstrates, many of the goals in the existing plan do not lend themselves to quantitative analysis, so progress (or lack of) is best revealed in a short narrative:

**MCC STRATEGIC PLAN PERIODIC REPORT CARD**
**FORGING CONNECTIONS: SERVING COMMUNITY NEEDS**
2007-2011
7 Major Directions
36 Goals
111 Objectives

NOTE: One **Goal** is highlighted for each **Major Direction**, providing an example of the work completed in support of the direction.

- Attempted & Majority Achieved
- Attempted & In Process
- Little or No Progress

**PROMOTING EXCELLENCE IN TEACHING AND LEARNING**
1.3 Create a culture of assessment that celebrates improvement while addressing accountability.
MCC has integrated learning outcomes assessment into courses through the curriculum approval process and evaluated through embedded course assessments. The Assessment Coordinator facilitates evaluation and use of results. MCC’s Assessment Coordinator is currently the Secretary of the Assessment Network of New York. Academic Services also undertook a comprehensive review of program viability, eliminating under-enrolled programs with limited career opportunities for students. This review has resulted in two program closures.

**ENRICHING AND BROADENING THE STUDENT EXPERIENCE**

2.5 Expand learning opportunities beyond the classroom. MCC students participate in Service Learning, Field Work, Internships, and Undergraduate Research within the Community. For example, Education students partner with the World of Inquiry School, creating books and plays with WoI pupils that respond to their annual learning themes. STEP and the Agriculture and Life Sciences Institute jointly work to provide students with internships in agribusiness and food industry. Undergraduate students conduct research in partnership with the Rochester Historical Society and in anthropological field work on a nearby dig site.

**RESPONDING TO ENROLLMENT, COMMUNITY, AND WORKFORCE NEEDS**

3.5 Position the College among business and community leaders as a key component in the economic future of this community. MCC has become a full investor in Greater Rochester Enterprise and a board member on the Rochester Business Alliance. Dr. Kress keynoted the 2010 Eyes on the Future gathering, gave invited testimony to the Statewide Task Force on Higher Education and Industry Partnerships, and has been an invited speaker to industry groups including Rochester Tool and Machining Association, the Financial Executives Group, the American Council of Engineering Companies, and more. MCC has also hosted the Pathways to Entrepreneurial Success Conference for two consecutive years (2009-2010), drawing more than 250 participants each year.

**BUILDING UPON HUMAN CAPITAL**

4.3 Identify and train individuals in preparation for future leadership positions at the College. MCC held two, year-long Leadership Academy sessions, enrolling more than 30 faculty and staff. Many have since advanced within the college. MCC also created the Budget Resource Committee, drawing membership from all levels of employees to provide College personnel with an inside look at budgeting and resource allocation decisions. MCC has also encouraged multiple employees to pursue advanced degrees required for promotional opportunities. Divisions have also foregrounded leadership development; for example, Student Services has focused on the skill set of "middle managers."

**ENHANCING OUR PHYSICAL ENVIRONMENT**

5.2 Promote and implement energy conservation and viable sustainability initiatives.
MCC’s energy conservation practices have resulted in an overall reduction in energy expenditures even as College square footage has increased. Many projects have been completed with grants provided by NYSERDA, making them especially cost effective. The college has brought on two LEED Certified new facilities (Gold and Silver) and will soon complete renovations on a 40-year old campus building that will make it eligible for LEED Gold Certification.

RESPONDING TO FISCAL CHALLENGES

6.1 Garner financial support from individuals, corporations, and private foundations. The MCC Foundation has demonstrated an increasing capacity to solicit and obtain external funds for facilities, programs, and scholarships. The Foundation spearheaded capital campaigns associated with the PAC Center and the Wolk Center for Nursing Excellence. Their efforts created and continue to maintain the funding partnership associated with the Nursing Expansion Program, which increased program capacity by almost 30%. They have raised significant scholarship funds from industry partners (for example, Grainger and Harris RF) and individuals, keeping the door of access to higher education open in difficult economic times.

ENHANCING THE LEARNING ENVIRONMENT THROUGH TECHNOLOGY

7.5 Implement strategies to maximize the effective and efficient use of technology. MCC’s Academic Services and Educational Technology Services partnered on the creation of new learning spaces--the Academic Learning Environments (ALEs). They fully integrate technology to create a studio classroom space that promotes student engagement and active learning while also creating a more flexible learning environment. The ALEs are either redesigned or recaptured space, making efficient use not just of technology but also of institutional resources.

This process has proved useful: it has improved communication with the Board of Trustees and provided them with clearer and more frequent opportunities to monitor and to shape College progress.

Standard 10: Faculty

Recommendation: The College has made a concerted effort to recruit and hire more staff from underrepresented populations and the results are beginning to show. To achieve goals of diversifying the faculty to mirror the demographics of the student body, the team recommends the good work in this area be continued.

The 2007-2011 Strategic Plan firmly asserted that the College must reflect the population that it serves. In order to achieve this goal, the plan identified two broad strategies: the continual effort at improving recruitment protocols to yield a more diverse faculty and staff and the firm support for the role of the Diversity Council. First formed in 2003, the Diversity Council adopted a more inclusive strategic posture in early 2007. A representative group of faculty, staff, and administrators, the Council began a period of renewal by embracing and celebrating diversity in order to create an environment of inclusion. The Council developed strategies that reflected the College’s Strategic Plan, increasing the opportunities for success (Exhibit 2.2).
Assuming the role of President in 2009, Dr. Kress has added her considerable influence and passionate leadership to these efforts. President Kress has encouraged and challenged the 21 academic departments to embrace the goals of a diverse faculty for the College. Dr. Kress has fostered a climate of inclusion to support the ever-present work of the Diversity Council and to build a campus-wide climate of acceptance. To both maintain this effort and to achieve even more progress, the College has focused on two areas: the hiring process and the Dr. Alice H. Young Teaching Internship program.

Overall, the College seeks to cast as wide a net as possible in hiring in order to attract more diverse candidates. As a result, departments have been asked to submit diversity hiring plans and to identify advertising sources that may yield a more diverse applicant pool. In addition, departments have been asked to appoint external members to their search committees and to revise their position announcements so that they encourage more applicants to submit their credentials. To support these efforts, the College has created a new position in the Human Resources Department to assist in the recruitment and hiring of more minority faculty members. The Assistant Director, Human Resources: Recruitment, Retention, and Professional Development will focus on the recruitment and retention of professional employees with special emphasis on workforce diversity and inclusiveness.

Additionally, the College vigorously supports the Dr. Alice H. Young Teaching Internship program (Exhibit 2.3). This program allows underrepresented persons the opportunity to gain teaching experience at the community college. The goal of this program is to not only increase the number of underrepresented faculty but also to enhance the educational experiences of all MCC students. The Dr. Alice H. Young Teaching Internship provides on-the-job training experiences, including teaching, course planning, student testing and evaluating, student advisement, and related academic responsibilities.

Since the MSCHE recommendation, the number of minority faculty members rose from 33 to 44. While the current budget climate may reduce the potential vacancies at the College, Dr. Kress, the Human Resources Department, the Diversity Council, and the college-wide community remain committed to an inclusive initiative.

**Standard 12: General Education**

**Recommendation:** A fundamental element of Standard 12 is evidence of a general education program “of sufficient scope to enhance students’ intellectual growth.” MCC designed such a program but now needs to work toward making all programs come into compliance with the general education requirements as defined by MCC and SUNY.

Beginning in the start of academic year 2006-07, MCC program faculty engaged in a review of their respective curricula to identify any inconsistencies in program design with regard to general education requirements. Some of this review took place as part of the institution’s assessment process and its normally-scheduled program evaluations, while other efforts were undertaken specifically in response to the MSCHE recommendation. Since June 2010, all of MCC’s programs have been in complete compliance with New York State Education Department, SUNY, and MCC general education regulations and requirements.
A. New York State Requirements for General Education: State Education Department (NYSED)

Although the recommendation did not specifically address MCC’s compliance with New York State Education Department requirements, it makes sense to first discuss the regulatory environment within which Monroe Community College operates http://www.highered.nysed.gov.

MSCHE Standards 11 and 12 address institutional approaches to broad curriculum design and general education. While New York’s public institutions operate under normal expectations of academic freedom, degree programs offered by any SUNY-affiliated institution must comply with regulations from the state mandating that higher education degrees should meet particular liberal arts content standards. The Official Compilation of Codes, Rules and Regulations of the State of New York establishes requirements for college and university degrees as follows:

- Three quarters of the work (credits) shall be in the liberal arts and sciences for the Associate in Arts (A.A.) degree;
- One-half of the work (credits) shall be in the liberal arts and sciences for the Associate in Science (A.S.) degree;
- One-third of the work (credits) shall be in the liberal arts and sciences for the Associate in Applied Science (A.A.S.) degree.

The state regulations are germane to the MSCHE recommendation, because they constrain an institution’s ability to define its own general education offerings. To be specific, NYSED’s mandate regarding degree credits in the liberal arts limits, to a great extent, what SUNY institutions can reasonably include in their own design of general education. MCC, like most institutions of higher education, has established that its general education core should focus specifically on the liberal arts and sciences. In so doing, the College has established a general education curriculum that is compatible and consistent with NYSED degree credit regulations in the liberal arts.

Public institutions of higher education must submit proposals for all newly-created degree programs to both the State University of New York (SUNY) System Administration and to the State Education Department for initial approval, and ongoing programs are subject to periodic compliance review by the state. This process ensures that all degrees offered within the SUNY system adhere to state regulations. As of May 2011, all of Monroe Community College’s degree programs remain in compliance with NYSED’s regulations and requirements.

B. New York State Requirements for General Education: State University of New York (SUNY)

In addition to the regulations established by NYSED, SUNY requires that students graduating from a four-year institution in the SUNY system must earn 30 credits from courses approved (and identified) as “SUNY-approved General Education (SUNY-GER)” courses. Students fulfill
their SUNY general education requirements by enrolling in ten courses from at least seven of the
general education knowledge and skills areas specified SUNY. The knowledge and skills area
include Basic Communication, Mathematics, Humanities, The Arts, Natural Sciences, Social
Sciences, American History, Western Civilization, Other World Civilizations, and Foreign
Languages.

C. Monroe Community College Requirements for General Education

Students graduating from Monroe Community College with an Associate’s degree must satisfy
the College’s general education requirement of achieving a passing grade in courses from six
knowledge and skills areas and two competencies, for an overall total of at least 17 earned
academic credits. Knowledge and skills areas include 3 credits each from Basic Communication,
Humanities, Social Sciences, Mathematics, Natural Sciences, and 2 credits from Physical
Education. The competencies of critical thinking and reasoning and for information literacy are
designed to be infused throughout the general education curriculum. This requirement (MCC-
GER) is designed to be consistent with both the SUNY-GER requirements for students wishing
to transfer, and NYSED’s regulations defining liberal arts content for Associate’s degrees. Thus,
many of the courses offered at Monroe Community College count toward both the SUNY
General Education and MCC General Education requirements.

As part of MCC’s Self Study in 2005, a committee conducted an inventory of the College’s
degree programs to verify that general education requirements were being satisfied. At that time,
the committee found that MCC was in complete compliance with NYSED regulations, and that
regular assessment processes in place likewise ensured that MCC was fully compliant with the
SUNY-GER standards. That same committee discovered that the curriculum design of a number
of degree programs, however, did not comply with MCC’s own local general education
requirements. This finding was indicated in the College’s Self-Study, thus forming the basis for
the MSCHE Visiting Team’s 2005-06 recommendation.

D. Response to the MSCHE Visiting Team’s 2005-06 Recommendation

Upon receipt of the MSCHE Visiting Team’s report, the College reinitiated a program-by-
program review to determine which departments needed to revise their degree program curricula
in order to comply with MCC’s general education requirements. Of the six programs identified
as out of compliance, half of them were A.A.S. programs with curricula that were designed to
accommodate specialized accrediting bodies (Nursing/NLNAC; Dental Hygiene/CODA; and
HIT/CAHIIM). In two instances, the need to alter the general education curricula required a
lengthy negotiated process with the specialized accreditors. Adjustments to the curricula in these
programs took longer than expected because of these added steps.

Over the course of the four years since the MSCHE Visiting Team submitted its 2005-06 report,
program faculties have successfully redesigned their curricula so that all programs at the College
now fulfill the MCC-GER requirements. The following list summarizes the program design
changes that have been enacted:
<table>
<thead>
<tr>
<th>Program</th>
<th>Action</th>
<th>Date Approved</th>
<th>Date Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Information Technology (A.A.S.)</td>
<td>Added Mathematics</td>
<td>5/22/2006</td>
<td>Fall 2006</td>
</tr>
<tr>
<td></td>
<td>Removed 1 Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Technologies</td>
<td>Replaced Mathematics/Natural Science with Natural Science</td>
<td>2/22/2010</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Legal Assistant (A.A.S.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing (A.A.S.)</td>
<td>Added Mathematics</td>
<td>5/19/2009</td>
<td>Fall 2009</td>
</tr>
<tr>
<td></td>
<td>Required 3 of 6 free electives to be Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Design (A.A.S.)</td>
<td>Replaced Social Science with Natural Science</td>
<td>11/24/2009</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Dental Hygiene (A.A.S.)</td>
<td>Added Mathematics</td>
<td>6/15/2010</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Office Technologies Administrative Assistant (A.A.S.)</td>
<td>Replaced Mathematics/Natural Science with Natural Science</td>
<td>2/22/10</td>
<td>Fall 2010</td>
</tr>
</tbody>
</table>

**Standard 12: General Education**

**Recommendation:** As stated in the *Characteristics of Excellence*, “an accredited institution is characterized by a program of general education that incorporates study of values, ethics, and diverse perspectives … information literacy, which includes critical analysis and reasoning” is a fundamental element of Standard 12. MCC should develop an accountability system to make sure that information literacy; critical analysis and reasoning; and the study of values, ethics, and diverse perspectives are incorporated into each student’s general education program.

Since the MSCHE visiting team submitted this report to MCC, the faculty and administration have engaged in a significant conversation in response to the recommendation. The institution recognized early on in this inquiry that the College had a well-established system surrounding the inclusion (and assessment) of critical analysis and reasoning and information literacy in the curriculum. The rich discussions concerning the MCC response have included a debate over MCC’s understanding of its own general education program; what constitutes “values, ethics, and diverse perspectives;” and how “accountability” should be approached.

A. A General Education Context

At the time that MCC submitted its Self Study to Middle States, the College had recently revised its general education program to be seamless with the SUNY General Education framework. This measure advanced the College’s goals for promoting transferability of academic credits to SUNY four-year institutions. At the same time of this examination, the College began to inquire about how the MCC general education curriculum provided students with exposure to “values,
ethics, and diverse perspectives.” Two successive ad hoc committees examined MCC’s general education curriculum to identify specifically how the College’s course offerings provide students with an awareness of values, ethics, and diverse perspectives. The Curriculum Committee concluded in May 2008 that the findings of these two committees constituted significant evidence that values, ethics, and diverse perspectives were “infused competencies,” present throughout the general education curriculum. To complete its work in this area, the Curriculum Committee embarked upon a process of providing institutional definitions for each of these infused competencies, to allow for their assessment. (For a detailed chronology of the plan’s evolution and implementation, see Exhibit 2.4.)

B. Developing Accountability

In 2006-07, the first of several ad hoc committees embarked on the development of an accountability system for values, ethics, and diverse perspectives by conducting a full inventory of the curriculum, identifying those course requirements which would support each competency. A follow-up ad hoc committee began working in fall 2007, filing their final report to the Curriculum Committee in January 2008. This report suggested that the College could account for the study of values, ethics, and diverse perspectives within courses in the Social Sciences discipline. At the time that this report was submitted, the Curriculum Committee was also in the process of re-defining all of MCC’s local general education areas, and ultimately did not agree with this approach.

Based on the feedback from the Curriculum Committee, the Faculty Senate Executive Committee made the following recommendation to the Curriculum Office regarding the accountability system for the study of values, ethics, and diverse perspectives: “Account for the study of values, ethics, and diverse perspectives as an infused competency in the MCC General Education Requirements through Program Review.”

C. Assessment and Accountability

The full circle of accountability is not accomplished without assessment. In response to requests from the Office of Academic Assessment, a new ad hoc subcommittee was formed in fall 2009 by the Faculty Senate to review the College’s approach to assessing the “infused competencies.” Central to this new subcommittee’s business was the faculty’s review and discussion of the College’s already well-established approach to the assessment of critical thinking and information management. Additionally, the subcommittee also took on some responsibility in considering how values, ethics, and diverse perspectives should be assessed. This subcommittee filed a preliminary report to the Faculty Senate Executive Committee, and its business was continued into 2010-11 under the leadership of a new faculty chair. (Exhibit 2.5).

Also in 2010-11, the Curriculum Committee engaged in a parallel discussion of how MCC should define “values, ethics, and diverse perspectives” (Exhibit 2.6). The committee determined that, while prior research into the College’s course offerings revealed that values, ethics, and diverse perspectives seemed to be infused throughout the curriculum, no common understanding about what course content sufficiently qualified as covering these three areas
existed. How could any assessment process measure the fulfillment of these three infused competencies without generally shared definitions?

These definitions were drafted after Curriculum Committee members conducted research and wrote their own definitions for each area. Common terminology and themes were identified and compiled into draft definitions agreed upon by the committee. In conjunction with the writing of draft definitions, the committee developed criteria which courses would be required to meet. Faculty would be responsible for attaching documentation (course description, course outline, and course learning objectives) to justify that the course met the criteria. In March 2011, the Faculty Senate’s Curriculum Committee charged its newly established College Assessment and Program Evaluation Committee (CAPE) with crafting an assessment strategy that integrated the assessment of values, ethics, and diverse perspectives into the College’s assessment plan for its liberal arts program, and the assessment of the broader general education program. Initial discussions focused on the importance of tying the newly established definitions for the three competencies to course learning outcomes, allowing for a full mapping process across all programs and courses.

D. Conclusion

As of June 2011, the College, through a proactive and planned process, has effectively established (and enacted) a complete accountability system for all of its designated infused competencies. A check on MCC’s system for assessing the SUNY-based learning outcomes for information literacy and critical analysis and reasoning, showed that MCC’s general education standards in these areas were more than adequately covered. A complete inventory of course objectives across MCC’s curriculum demonstrated that faculty members were teaching courses to promote the inclusion of values, ethics and diverse perspectives throughout the curriculum. And, the College’s plan for both program review and general education assessment includes the assessment of all of these infused competencies as a necessary part of the standard process.

Standard 14: Assessment of Student Learning

Recommendation: Create a plan for outcomes assessment for on-line learning.

In March 2009, members of the Educational Technology Services (ETS) division met with representatives from the Academic Services division to discuss the College’s response to the Middle States recommendation. Over the course of several months, the Office of Curriculum and Program Development was authorized to formulate a plan to address the visiting team’s recommendation.

In fall semester 2009, the “Distance Learning Assessment Initiative (DLAI)” was launched as part of the ongoing responsibilities of the Office of Academic Assessment. (For a list of committee members and a chronology, see Exhibit 2.7). The committee began its work in October 2009. To facilitate the efforts of the larger committee, and to maintain the project’s focus, a steering committee was formed. This smaller four-member group worked initially to define and narrow the scope of the project through informal meetings and discussions with faculty, staff, and administrators involved in the delivery of online courses and services. The project progressed rapidly in the fall semester. The Steering Committee conducted a literature
review, sponsored background research, and established a timeline for the larger committee. Most importantly, the committee developed the “Protocol for Assessing Distance Education” (hereafter referred to simply as the Protocol), which has served as the primary guideline for the assessment project.

A. Developing the Protocol

Because the MCC approach to online courses thus far has been primarily to extend the access of existing face-to-face courses (rather than focusing on offering fully-developed programs delivered exclusively online), the Steering Committee members believed that the approach to the project should mirror current practices at the College for assessment. In the development of the Protocol, the Committee sought first to establish how the Faculty Senate’s program review guidelines could serve as a model. By adopting this approach, the Steering Committee followed the precedent of applying a well-established product of the shared governance process.

In designing the Protocol, the steering committee took the following steps:

- attended a Sloan-C conference on distance learning in Orlando, Florida;
- conducted online research and a literature review to determine how other institutions designed their approach to assessing online learning;
- reviewed MSCHE documents related to online learning;
- created a draft Protocol, utilizing the MCC Program Review Process Guidelines as the foundation document for that process, which was later submitted for review and editing by the entire DLAI Committee.

Finally, as the Protocol was being developed, the Steering Committee integrated the principles outlined in an article from the fall 2009 MSCHE Newsletter (“New HEOA Regulations Impact Distance Education Programs, Substantive Change and Monitoring Growth, Transfer of Credit”). Greater emphasis was placed on assessing the College’s approach to ensuring the integrity of student work in the online medium, and Steering Committee members also decided to adjust the Protocol so as to address MSCHE Accreditation Standard 7 more fully than had been previously planned.

B. Launching the DLAI: The Review and Assessment Processes

The DLAI Committee met several times in the fall 2009 semester to review and finalize the proposed Protocol, and to embark upon the process it prescribed. Throughout the remainder of 2009-10, the committee engaged in the following tasks:

- created a draft Mission Statement for Distance Education at MCC;
- collected assessment data from a pre-selected list of courses taught online during the spring 2010 and fall 2010 semesters;
- assembled information and data from across the institution related to the educational environment of online learners, including support services, admissions and course registration processes, student and instructor training, and administrative support for distance education.
• gathered data and information related to trends and usage of online courses, including faculty information, enrollment data, student performance data, and distribution of courses offered online across departments.

C. Evaluation and Project Completion (Exhibit 2.8)

Although the DLAI project and corresponding committee were charged to conduct a thorough review and assessment of distance education that would satisfy the Middle States Visiting Team’s recommendation, the DLAI steering committee did not believe that the leadership team of the project or the DLAI committee members were given the authority to make broad-based recommendations about the function or direction of distance education at the College. Although the DLAI was initially formed as a project designed to be analogous to the evaluation projects that MCC’s program faculties undertake on a regularly scheduled cycle, what made this project different was that it had no specific faculty “home.” When a program evaluation project is undertaken, the program’s faculty members, with an assigned faculty assessment leader, conduct a self-reflective process of review, assessment, and evaluation. An important component of the evaluation step of this process is to make recommendations for change and improvement. Departments both “own” these recommendations, and are “empowered” to act on them.

Distance education at MCC at the faculty level does not lend itself to this kind of ownership. While department faculties should and do conduct their own discussion of how particular courses can and should be delivered online, there is no single faculty-owned “Distance Education Department.” Since the DLAI committee represents a variety of faculty perspectives about distance education, the committee believed that “recommendations” should be reserved for only those few issues where this diverse group had strong and united opinions about potential changes or improvements in the delivery or design of distance education.
Section 3
Major Challenges and Opportunities

Monroe Community College is committed to two key values: access and academic quality. These fundamental beliefs inform a wide variety of initiatives and define the many ways in which the College serves as a regional resource. Whether developing strategic partnerships with local school districts, preparing students for successful transfer, serving a displaced adult workforce, or securing scholarships for low-income, first-generation, and underserved learners, the College confronts a number of challenges. But in the effort to transform the lives of students and to revitalize the regional economy, the College embraces those challenges as opportunities for change.

As the College seeks to promote student success and to support a regional economic recovery, the major challenges and opportunities are readily apparent:

I. Planning for the shifting county demographic, especially the long-term declines in the number of high school graduates;
II. Responding to the continuing fiscal crisis that threatens both state and local funding;
III. Addressing the inter-related issues of college readiness and completion;
IV. Developing and managing institutional change as senior leaders retire and as the College pursues reorganization;
V. Advocating for a new downtown educational site;
VI. Supporting a college-wide sustainability plan.

I. Enrollment Challenges and Opportunities (Standards 1, 2, 3, and 8)

As this data shows, the number of high school graduates in Monroe County has peaked and will decline by 20% in the next five years:
This steep decline in the population of high school graduates and the lack of significant population growth in the Greater Rochester region will shape a new enrollment paradigm. In addition, the characteristics of this current high school population have undergone dramatic change. The overwhelming majority of our students are now first-generation, low income, and members of underrepresented populations. The College has already begun to explore a wide range of potential strategies to address this changing demographic:

- development of new programs to respond to changing community needs (for example, the new Certificate in Computer Aided Design and Drafting);
- commitment to provide comprehensive college orientation seminars and other targeted interventions (Doorway to Success) that engage those student populations at greatest risk of failure;
- recognition that enrollment, financial aid, advising, and registration services must review current practices and identify integrated solutions, promoting a renewed focus on refining the advising protocols to serve specific student populations in faster and more focused ways.

II. The Fiscal Environment (Standards 2 and 3)

The current state of local and state-wide economies presents both challenges and opportunities. As other sections of this report note, the College enjoys positive fiscal health. Careful planning and enrollment growth have contributed to this stability, but sustained public funding, the continuing struggles of the regional and state economies, and the potential enrollment declines present new challenges. This changing dynamic has prompted the College to respond by exploring a variety of initiatives.

A. Institutional Partners: The MCC Association, Inc., and The MCC Foundation

These two key partners support the College’s focus on access and academic excellence. They provide essential funds to support scholarships, capital projects, and program costs.

The MCC Association, Inc.
The MCC Association, Inc. is a not-for-profit organization that provides the necessary financial and management support for a variety of student services (http://www.monroecc.edu/depts/association). By effectively managing student life fees and revenues from auxiliary enterprises, the MCC Association enhances student life through co-curricular, athletic, and expanded student services as well as capital investments that directly impact student life. The MCC Association manages the MCC Bookstores, the Richard M. Guon Child Care Center, the Alice Holloway Young Commons (residence halls), athletic and intramural programs, and food services. The MCC Association is a nearly $20 million annual operation. Formed in 1962, the MCC Association continues to be an innovative and essential partner as the College responds to these rapidly changing fiscal environments.
Monroe Community College Foundation
The MCC Foundation was established in 1983 to build an awareness of the importance of private philanthropy towards public higher education and secure private sector support to supplement and enhance public funding at MCC (http://www.monroeccc.edu/depts/Foundation). The MCC Foundation engages alumni, foundations, business, and organizations in support of the College and its students. It is led by a dynamic Board of Directors that represents more than 50 business and community leaders. Funds raised go toward scholarships, programmatic support, and capital needs. The MCC Foundation’s success was acknowledged by the Council for the Advancement and Support of Education (CASE) with the CASE WealthEngine Award in 2009. Since 2000, the MCC Foundation has transferred more than $15,600,000 to the College and its students. The MCC Foundation has proved to be a key partner in recent capital projects, including the PAC Center, the Wolk Center for Excellence in Nursing, and the planned renovations of the dental lab space. In spring 2011, the MCC Foundation added to its development staff in order to aggressively pursue fundraising initiatives and to address the competitive nature of fundraising in the MCC market (Exhibit 3.1).

MCC Foundation: Direct Support to College
2004-2009

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*The decline in transfers for academic year 2008-2009 reflects market changes that left several Foundation accounts under water.

B. Grant Initiatives

MCC pursues public grant funds for current and proposed College initiatives. In collaboration with faculty and staff, the College’s Grants Department applies for funds for programs, equipment, supplies, staff development, capital improvements, and other activities that operating funds cannot support. On average, 60 proposals are funded annually by local, state, and federal sources.

Each December, the Grants Department coordinates an internal grants program to encourage faculty and staff to consider new, innovative programs that correspond with the College’s strategic plan but need funding to get off the ground. The program encourages strategic and creative thinking. Recent strategic reorganizations within the College promise to improve both the reach and efficiency of the Grants Department, illustrating the continuing importance of grant monies to fill targeted budget gaps.
C. Capital investments

Since 2000, $70,062,737 have been invested in the College’s physical plant, including new and renovated buildings, energy conservation measures, infrastructure improvements, and technology advances – all of which contribute to exceptional learning environments for students and efficiencies for taxpayers. In 2008, SUNY commissioned a study to uniformly and systematically assess its community colleges’ ongoing capital facility renewal needs. The study revealed that MCC significantly surpassed its sister colleges in terms of the general condition of its facilities.

Projects include

**New and renovated buildings:**
- R. Thomas Flynn Campus Center
- PAC Center
- Louis S. and Molly B. Wolk Center for Excellence in Nursing
- Gleason Hall of Science and Technology
- Alice Holloway Young Commons
- John L. DiMarco Field (synthetic turf field)
- Public Safety Training Facility

**Energy conservation measures:**
- HVAC upgrades
- Window replacement
- Co-generation power plant

**Infrastructure improvements:**
- Roadway improvements and restoration
- Concrete and brick rehabilitation
- Americans with Disabilities Act compliance

**Technology advancements:**
- Voice Over Internet Protocol
- Management Information System (Banner)

D. Budget Resource Committee

Established in November 2009, the Budget Resource Committee (BRC) is comprised of a cross section of college faculty, staff, and administrators. Broadly speaking, the goals of the BRC are to assist the College in prioritizing budget allocations, to establish linkages between strategic planning and institutional effectiveness, and to suggest cost saving/income enhancement strategies. Each objective suggests significant cultural change and the initial recommendations
have informed budget development and the College’s fluid response to declining state aid. A more complete description of the workings of the BRC is available in Section 6.

III. College Readiness and Completion (Standards 8, 9, 11, 13, and 14)

Despite repeated calls for curricula alignment and despite substantial efforts to articulate common core standards, many high school seniors are simply not college ready. Increasingly, college faculty report that first-year students cannot practice critical thinking, cannot synthesize materials from multiple sources, and cannot write with any degree of clarity or persuasion. At the nation’s two-year institutions, those with the broadest access and the least amount of funding, the issue of readiness bears the hallmarks of an impending crisis. According to some reports, as many as 60% of all two-year college students require some form of remediation. At the same time, President Obama and other national leaders have focused on the critical issue of completion. Too many students, at both two-year and four-year colleges, fail to attain a postsecondary credential. MCC believes that it is almost impossible to separate these two essential issues, so in response to this national conversation MCC submitted a $750,000 FIPSE grant application to fund a potential response to these seemingly related topics.

In late fall 2010, MCC was awarded a fully-funded FIPSE grant and planning activities began almost immediately. In short, MCC proposes to create a Community Center for Teaching Excellence. Imagined as a vital hub, positioned between the K-12 community and the transfer institutions, the Center will tackle readiness, program completion, and successful transfer or career transition by adopting those innovative teaching strategies that promote student success. The Center, in focusing on the teacher in the classroom, will build a menu of teacher-centered solutions that will better prepare students for postsecondary study, shorten the time to completion, improve transfer rates, and satisfy demands from business and industry for a more skilled and better prepared workforce. The project evaluation plan will result in a rich menu of effective teaching strategies that can be used by the K-12 and postsecondary institutions. Successful strategies will improve basic proficiencies, better align college and career expectations with the K-12 curriculum and assessment activities, and increase access, especially for underrepresented and disadvantaged students. With a long tradition of innovation and engaged community partnerships, MCC is well positioned to affect significant regional transformative change.

IV. Institutional Change (Standards 1, 2, 3, and 5)

A number of forces have combined to accelerate institutional change at MCC. First, a number of senior-level retirements provided opportunities to redefine and reorganize areas of the College. And second, the appointment of Dr. Anne Kress as the College’s fifth president ushered in a new period of innovation. Indeed, as the College approaches its fiftieth anniversary, the infectious spirit of rebirth and invention has once again animated the whole campus. Reflecting MCC’s commitment to shared governance, the President partnered with the Special Committee on Academic Affairs (SCAA) to oversee this period of cultural change. SCAA, a Faculty Senate Committee that provides input for all senior administrative searches and reorganizations, in collaboration with the President, supported the following appointments and reorganizations:

Vice President, Economic Development and Innovative Workforce Services. Responsible for the development of innovative, entrepreneurial, and strategic initiatives designed to proactively respond to economic development and training needs within a global community, this vice
president will lead a newly created division. The division will consist of Workforce Development, Technical Education, the Public Safety Training Facility, Homeland Security Management Institute, Agriculture and Life Sciences, and Grants. The College hired RPA, Inc. to conduct a national search and on December 6, 2010, Mr. Todd Oldham accepted this vice presidential position. With over 12 years of extensive leadership in both higher education and the public sector, he will manage a renewed investment in workforce and economic development.

Assistant Vice President, Institutional Planning, Effectiveness, and Accountability. A redefined position, the College will task this leader to assume responsibility for strategic and institutional plans. Reporting to the Vice President, Administrative Services, this person will coordinate the major protocols of strategic, master, sustainability, and capital planning. Currently, Mr. Raymond Shea, a long-time professor and administrator, occupies this position.

Assistant to the President, Human Resources and Organizational Development. Aside from serving as the chief administrator of the College’s human resources functions, this person also leads college-wide initiatives in the area of organizational development and strategic professional development activities. Ms. Alberta Lee serves in this expanded position.

Provost and Vice President for Academic Services. The title of “Provost” is new to MCC and this redefined position reflects President Kress’s focus on both academic quality and the need for the College to participate as an innovative leader in regional and national postsecondary initiatives. RPA, Inc. conducted a national search and on March 14, 2010, the Board of Trustees approved the appointment of Dr. Michael McDonough as Provost and Vice President. The former Dean of Liberal Arts at the College, Dr. McDonough combines a comprehensive knowledge of MCC with over 20 years of academic leadership at other institutions.

Chief Financial Officer and Vice President, Administrative Services. This title change reflects the actual work of the Vice President and is consistent with the titles at other system community colleges. Mr. Hezekiah Simmons continues in this role.

V. A New Downtown Site (Standards 1, 2, 3, and 8)

MCC established the Damon City Center site in 1992, housing a range of academic facilities on the fifth floor of the former Sibley Building in downtown Rochester. The site now occupies the entire fourth and fifth floors and is home to several academic programs: Law/Criminal Justice, Education, and Human Services. The College, in overcoming many political, economic, and cultural obstacles, believes that the Damon site provides an essential service to city residents and is a key component of any effort to revitalize the downtown area. For a number of years, the College has made plans to replace the current site with a new facility.

First, MCC considered an Advanced Technology Education Center, a state-of-the-art technical education training hub. Then, in 2005, as the county experienced a change in political leadership, the College was directed to join the Renaissance Square project. This ambitious plan imagined a vibrant downtown hub consisting of the new Damon site, a large performing arts center, and a regional transit terminus. In 2009, the county leaders abandoned the plan, allowing MCC to once again develop its own site plan.

Over the past two years, MCC has crafted a thoughtful and responsive plan to guide site selection and to influence program development. The College seeks a site that is visible, that is
easily accessible by public transportation, and that offers ample parking. At the same time, the College has explored which academic programs would best take advantage of the geography and cultural dynamics of a downtown location.

VI. Sustainability (Standards 2, 3, 11, and 13)

In 2008, the College joined the Association for the Advancement of Sustainability in Higher Education (AASHE) and took part in the Sustainability Tracking, Assessment & Rating System (STARS) Pilot Program. As an outcome, the College established the Sustainability Steering Committee to develop a college-wide sustainability operational plan (Exhibit 3.2). This plan set goals in the areas of operations; service and outreach; and curriculum. The plan’s vision statement connects MCC’s learning college traditions with the future needs of its students and community. In addition, MCC has joined the American Association of Community Colleges (AACC) SEED Center, a leadership initiative, resource center, and online sharing environment for community colleges to ramp up programs for America’s workforce and training programs in the new green economy.

A. Operations

MCC has long history of energy savings projects and grant awards. The College has replaced inefficient light bulbs and old motors, and tightened occupancy schedules. At the same time, MCC has pursued grants that help pay for the advanced energy control strategies. In 2006, the College conducted a Plug Load Study that analyzed all the appliances plugged into wall outlets. The entire $30,000 project was funded by New York State. In 2007, the College conducted a $43,000 study of other energy consuming systems looking for even more savings. Fifty percent of that study was paid for by NYSERDA, and as a result, the College was awarded two Stimulus Fund grants through NYS. Currently, the College is adding occupancy sensors to all hallways; the $236,000 cost will be entirely paid for through the grant. A second grant of $100,000 will improve the water flow in the chiller plant for additional energy savings at no cost to the College.

MCC is proud to have two Leadership in Energy and Environmental Design (LEED) Certified facilities: the Louis S. and Molly B. Wolk Center for Excellence in Nursing (LEED Silver Certified) and the PAC Center (LEED Gold Certified). The 22,560 square foot Wolk Center opened in August, 2008 and became the first MCC and Monroe County project to be LEED Certified. Its Silver Certification reflects many sustainable design features, including low-flow plumbing, a highly reflective roof, a building envelope that optimizes energy performance, and high levels of lighting system and thermal comfort control. The facility was built with at least 20% recycled content that was manufactured, harvested, and/or recovered within 500 miles of the College. The 56,000 square foot PAC Center, an athletic and student life facility, opened in October, 2008 and is the first College and County project to be LEED Gold Certified. Its sustainable qualities include 50% of construction waste diverted from landfills; energy and water use efficiencies; 10% recycled content manufactured, harvested, and/or recovered within 500 miles of the college; and 30% of the building materials containing recycled content.

Both the Wolk and PAC projects received over $200,000 in rebates for energy saving equipment and strategies. As MCC renovates Building 9, the College will continue this level of energy savings commitment and grant activity.
B. Service and Outreach

The College sees both service and outreach to the immediate and regional communities as crucial components of the sustainability plan. Service-learning strengthens the relationship between experiential and classroom-based learning. Sustainable service-learning projects provide MCC students with vast opportunities for civic engagement through organized service partnerships that endorse and promote sustainability in the community. Indeed, students have taken a lead role in promoting sustainability. Through the Student Government Association, MCC students created the position of Student Campus Environment Coordinator, organized a Sustainability Day Celebration, spearheaded a textbook recycling drive, and participated in “Recycle Mania.”

In addition to these initiatives, two new innovative programs deserve mention. First, the Green Savers rideshare program provides a discount to students who share a parking pass, thus reducing the number of vehicles brought to campus. Second, the addition of a shuttle service between the Brighton site and the downtown site reduces the number of student/faculty/staff car trips between the sites, promoting not only convenience and cost effectiveness but sustainability as well.

C. Curricular Efforts

In June 2007, MCC introduced a sustainability certificate program. Courses focus on the social, economic, institutional, and environmental aspects of sustainable development as they relate to both human society and the non-human environment. The objectives of the certificate program are threefold: to introduce students to the ways that different disciplines affect and are affected by the field of sustainability; to help students understand the complex web of cause and effect that interconnects those disciplines; and to connect an understanding of sustainability to larger issues of energy, the environment, social and economic justice, and agriculture.

Three other curricular initiatives deserve mention:

- in partnership with the Center for Energy Efficiency and Building Science at Hudson Valley Community College, MCC now offers courses from the New York State Energy Research and Development Authority (NYSERDA) Energy Smart program. In this program students can increase their knowledge, career opportunities, and income at MCC’s Energy Smart Learning Center by becoming BPI (Building Performance Institute Inc.) certified (http://www.nyserda.org);
- in 2001, MCC received a grant from the U.S. Department of Agriculture for the development of the Pathways to Agricultural Careers program that will identify, advise, and track students interested in agriculture studies;
- in September, 2008, the GROW Monroe program was launched in Monroe County, with 16 retail and two wholesale facilities participating (http://www.monorecc.edu/depts/agriculture). The program is the culmination of a partnership between MCC’s Agriculture and Life Sciences Institute, Monroe County, the Monroe County Farm Bureau, and the Monroe County Agricultural and Farmland Protection Board. It is the first initiative of its kind locally and was created to encourage consumers to buy locally grown and produced agricultural products. Western New York is the fourth largest agricultural area in the United States.
MCC has experienced an increase in credit FTE enrollment of nearly 50% in the last ten years and new historical highs in each of the previous three years. This dramatic increase has challenged the use of facilities (MCC is currently operating at 135% of SUNY recommended classroom capacity) and student support services, and has required careful planning and budgeting to recruit a more responsive and qualified faculty. However, enrollment is expected to level off or even decrease slightly in the near future because of shifting demographics and a decline in the number of high school graduates in Monroe County.

Historically, the major emphasis at MCC has been on instruction creditable to a degree or certificate program and eligible for New York State aid based on full-time-equivalent credits (FTE). These aidable courses constitute 98% of FTEs offered by MCC and include some non-credit remedial instruction required as a prerequisite or supplement to credit courses. The other 2% of FTEs is in continuing education, non-credit training offered primarily to business and industry and to public service organizations. These courses receive no state aid and must be self-supporting. Until 2003-04, New York State funded some additional non-credit remedial courses, but without state aid MCC elected to discontinue this type of offering.

The primary enrollment management effort has focused on planning for credit courses. Non-credit courses were developed and offered separately by the Workforce Development Unit and the Public Safety Training Facility (PSTF). The PSTF also offers degree programs and credit courses. President Kress, in creating the Economic Development and Innovative Workforce Services Division, seeks to unite these two departments. This new division will strengthen ties with business and community organizations, expand partnership opportunities, and promote a renewed emphasis on workforce training, including both credit and non-credit instruction.

Currently, enrollment planning is based on a collaborative partnership between the AVP, Enrollment Management; the Director of Institutional Research; the Budget Office; the Provost and Vice President, Academic Services; and the CFO and Vice President, Administrative
Services. While the College did have an Associate Vice President of Enrollment Management, that position is vacant because of retirement and the College’s administration is exploring several potential models for future operations. The most significant work of this team is the creation of an updated five-year plan for state-aidable enrollment. This plan is finalized soon after the actual census for spring enrollment is known and the final budget for the following year is based on this plan. The group meets throughout the academic year to monitor enrollment, update forecasts, and modify spending if necessary.

In early November, the Director of IR uses past continuation rates to refine the previous enrollment projections for the remainder of the current year and for the next academic year in light of actual fall enrollment. He then meets with the budget representatives to discuss and agree to forecast updates so that detailed budget development for the following year can begin. Simultaneously, estimates of FTEs and the number of faculty needed for the next three years are made by the IR Office for each academic department. These estimates are used to plan for any increases or decreases in faculty lines and for the distribution between departments, an important part of budget planning within Academic Services.

Paralleling this process, enrollment projections are developed for the PSTF by its Dean in collaboration with the CFO and Vice President for Administrative Services and the Budget Office. These projections are based on historic enrollment figures and the close monitoring of anticipated program demand for training in law enforcement, fire, and EMT services for the coming year. Final five-year projections are then incorporated by IR into the College-wide modeling process.

After the spring census, the enrollment planning team completes a new five-year plan. The enrollment team collects information from each academic dean about new programs under development and about the anticipated new enrollment. The Director of IR brings updated estimates for the current year and the results of five models used to project enrollment for the next five years. The results of these models are then averaged to arrive at a sixth set of preliminary projections. The team members combine these models, attempting to achieve the best projections given current conditions. These projections incorporate population trends, current economic conditions, and plans for new programs such as the Honors College.

Projections for 2011-12 to 2015-16 use a time series average because it is very close to the average for all models and recognizes the immediate decline and then a leveling off of high school graduates and the very limited growth of the rest of the Monroe County population. At the same time, it recognizes upward pressures on enrollment; historical population participation rates have shown a generally upward trend, the workforce development effort has renewed vigor, and higher enrollments are exhibited in poor economic times when many who are out-of-work enroll for additional education and training, and some who might have attended four year schools choose the less costly community college option for the first two years. Thus, a trend line somewhat above the population-yield model was the chosen projection model.
These most recent projections are based on the following assumptions:

- that the number of high school graduates will decline sharply and then level off;
- that the overall Monroe County population will remain nearly flat, as it has for the last ten years;
- that MCC will increase population yields due to new emphasis on workforce training, new programs under development, collaboration with Rochester City Schools to increase graduation rates and college readiness, and continuation of poor economic conditions causing students to choose a less expensive option;
- that continuing poor economic conditions will influence more out-of-work adults to seek education and training;
- that increasing yields will offset population declines and MCC enrollment will remain nearly level;
- that fall to spring continuation rates will be similar to the last two years.

Once the overall FTE projections are accepted, they are distributed among instructional sites based on historical distribution modified by any plans for growth or decline at a particular site. This chart shows projected enrollment to 2015-16.
Next, the Director of IR converts the annual FTEs into semester enrollment and full-time/part-time categories and then into headcounts. Each April, MCC reports five-year plans for headcount and FTEs to SUNY. The cycle begins again; actual enrollments are monitored throughout the year and new estimates of annual FTEs are made for the year in progress.

II. Finance Trends

The next three sections review the College’s financial position, highlighting trends in income and expenses, and offering a comprehensive portrait of the internal control environment. The first section documents key aspects of the assets, liabilities, and net asset. This section relies heavily on the College’s 2010, 2009, and 2008 audited financial statements (Exhibits 4.1, 4.2, and 4.3). The second section reviews key aspects of the College’s operating revenues, expenditures, and changes in the institution’s unrestricted fund balance. This section uses data from fiscal years 2008-2011 and information from the period since the 2005 self-study. The final section surveys the College’s commitment to safeguarding its assets through implementation and assessment of its internal control environment.

A. Financial Highlights: Assets, Liabilities, and Net Assets

The College prepares its financial statements in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board, which establishes accounting and financial reporting standards for public colleges and universities. Each year, the College’s financial statements are audited by an independent accounting firm. The College received unqualified opinions on its financial statements for the fiscal year periods presented in the following discussion.

In conjunction with the College’s Strategic Plan, the annual operating budget is the primary management tool for planning, expending, and assessing how College resources are both generated and used to support student success. Revenues generated during the budget year, less expenditures made in support of the College’s mission, result in either an increase or decrease in unrestricted net assets (operating fund balance). Over time, increases or decreases in these
reserves serve as a useful indicator of whether the financial position of the College is improving or deteriorating.

The following segments provide a comprehensive overview of the College’s financial position, noting trends in both income and expenses. The first section offers a review of key aspects of the College’s assets, liabilities, and net assets. The second section focuses on annual operating revenues and expenditures with particular attention to trends in the operating fund balance (unrestricted net assets).

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current assets</td>
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<td>$53.6</td>
<td>$46.5</td>
</tr>
<tr>
<td>Noncurrent:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital assets, net of depreciation</td>
<td>113.0</td>
<td>111.6</td>
<td>111.3</td>
</tr>
<tr>
<td>Other assets</td>
<td>9.0</td>
<td>6.9</td>
<td>11.1</td>
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<tr>
<td>Total assets</td>
<td>178.6</td>
<td>172.1</td>
<td>168.9</td>
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<tr>
<td>Current liabilities</td>
<td>19.8</td>
<td>22.5</td>
<td>26.5</td>
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<tr>
<td>Noncurrent liabilities</td>
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<td>86.7</td>
<td>80.0</td>
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<tr>
<td>Total liabilities</td>
<td>111.7</td>
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<tr>
<td>Net assets:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Invested in capital assets, net of related debt</td>
<td>44.7</td>
<td>41.1</td>
<td>43.2</td>
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<tr>
<td>Restricted</td>
<td>3.4</td>
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<td>3.5</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>18.8</td>
<td>18.1</td>
<td>15.7</td>
</tr>
<tr>
<td>Total net assets</td>
<td>$66.9</td>
<td>$62.9</td>
<td>$62.4</td>
</tr>
</tbody>
</table>

Current assets include cash, short-term investments, amounts owed to the College which are expected to be received within the ensuing year, and advance payments made by the College for goods and/or services which will be consumed during the following year. Reflecting the institution’s financial strength, current assets for the periods included cash and investments at August 31, 2010, 2009, and 2008 of approximately $46.9 million, $45.3 million, and $38.3 million, respectively. Current liabilities include accounts payable and accruals along with deferred revenues and the current portion of bonds and other liabilities payable. As a measure of the College’s ability to meet its current obligations, its current ratio grew to 2.9 to 1.0 at August 31, 2010, from 2.4 to 1.0 at August 31, 2009, and 1.8 to 1.0 at August 31, 2008.

As a component of non-current assets, capital assets, net of depreciation approximated $113.0 million, $111.6 million, and $111.3 million at August 31, 2010, 2009, and 2008, respectively. Expenditures for renovations to facilities and additions, net of retirements and impairments, were
$4.5 million for 2010 $3.0 million for 2009 and $19.6 million for 2008. These expenditures related primarily to renovation of the Gleason Hall of Science and Technology and the construction of a new nursing building (Louis S. and Molly B. Wolk Center for Excellence in Nursing) and new field house (the PAC Center).

Capital assets are financed by the County and the State in accordance with the College’s Master Plan. Debt obligations incurred by the County and the State in financing the construction and acquisition of campus facilities and equipment are recognized in the College’s audited financial statements. During the year ended August 31, 2010, Monroe County issued $5.3 million of new debt while the State did not have any issuances. As the College is not obligated under any debt service arrangements for Monroe County or the State debt, the College recognizes revenue from Monroe County and the State to offset principal payments and interest expense.

Of the $77.3 million outstanding debt against the net capital assets at August 31, 2010, New York State owed $47.9 million and Monroe County owed $29.4 million. Bond payments of $4.8 million that are due within one year are classified as current liabilities, and the remaining $72.5 million are reported in the noncurrent liabilities section of the statement of financial position.

As noted earlier, total net assets as of August 31, 2010 approximated $66.9 million, up from $62.4 million at August 31, 2008. Of the 2010 total, $44.7 million or 67% represents long-term capital assets, net of related liabilities, and $3.4 million or 5% represent net assets restricted for specified purposes. In evaluating the institution’s financial strength, of particular interest is the balance and trend in unrestricted net assets, representing the remaining 28% of total net assets.
B. Changes in Operating Fund Financial Position

Condensed Statements of Revenues, Expenses by Function, and Changes in Operating Fund Balance

(In Millions)

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Budget</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td></td>
<td>$61.8</td>
<td>$59.0</td>
<td>$53.8</td>
<td>$49.0</td>
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<tr>
<td>State aid</td>
<td></td>
<td>38.4</td>
<td>40.2</td>
<td>39.7</td>
<td>38.3</td>
</tr>
<tr>
<td>Local sponsor contribution</td>
<td></td>
<td>16.7</td>
<td>15.5</td>
<td>14.5</td>
<td>14.3</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>3.5</td>
<td>2.8</td>
<td>4.4</td>
<td>5.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$120.4</td>
<td>$117.5</td>
<td>$112.3</td>
<td>$107.2</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditures by Function</th>
<th>Budget</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
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<tbody>
<tr>
<td>Instruction</td>
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<td>$51.8</td>
<td>$50.6</td>
<td>$47.3</td>
<td>$45.4</td>
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<tr>
<td>Academic support</td>
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<td>13.7</td>
<td>13.0</td>
<td>12.1</td>
<td>12.0</td>
</tr>
<tr>
<td>Student services</td>
<td></td>
<td>14.3</td>
<td>13.3</td>
<td>12.6</td>
<td>11.9</td>
</tr>
<tr>
<td>Public service</td>
<td></td>
<td>0.3</td>
<td>0.3</td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Institutional support</td>
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<td>22.0</td>
<td>20.1</td>
<td>18.7</td>
<td>18.6</td>
</tr>
<tr>
<td>Operation &amp; Maintenance</td>
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<td>21.7</td>
<td>19.4</td>
<td>18.6</td>
<td>18.4</td>
</tr>
<tr>
<td>of plant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$123.8</td>
<td>$116.8</td>
<td>$109.5</td>
<td>$106.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change in operating fund balance</th>
<th>Budget</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$(3.4)</td>
<td>$0.7</td>
<td>$2.8</td>
<td>$0.6</td>
</tr>
<tr>
<td>Fund balance - beginning of year</td>
<td></td>
<td>18.8</td>
<td>18.1</td>
<td>15.3</td>
<td>14.7</td>
</tr>
<tr>
<td>Fund balance - end of year</td>
<td></td>
<td>$15.4</td>
<td>$18.8</td>
<td>$18.1</td>
<td>$15.3</td>
</tr>
</tbody>
</table>

Resource Acquisition
The College’s resource acquisition program includes the management of three primary funding sources. These include the State of New York, the County of Monroe (as the institution’s local sponsor), and the College itself through student tuition. Accounting for nearly 97% of the 2011 budget, these funding relationships are crucial to not only maintain but build on the College’s historical success of providing “access to high quality education and training programs to a diverse community.”

Tuition and Fees
Tuition and fees represent the College’s largest revenue source, accounting for 50.2% of total operating income for fiscal 2010, up from 47.9% in 2009 and 45.7% in 2008. This upward trend in student support is due primarily to record enrollment, but also because of a $100 per full-time student rate increase initiated in 2009. The table below reveals that the number of full-time equivalent students served by the College over the four-year period from 2007 through 2010 has increased by 2,577 FTE students or nearly 19%. Total unduplicated head count reached 37,929 in 2010, up from 34,155 in 2007:
Growth in Annual Unduplicated Headcount

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>11,209</td>
<td>10,957</td>
<td>9,970</td>
<td>9,279</td>
<td>8,778</td>
</tr>
<tr>
<td>Part-time</td>
<td>5,181</td>
<td>5,098</td>
<td>4,934</td>
<td>4,762</td>
<td>4,735</td>
</tr>
<tr>
<td>Noncredit</td>
<td>253</td>
<td>191</td>
<td>227</td>
<td>219</td>
<td>156</td>
</tr>
<tr>
<td>Total FTE</td>
<td>16,643</td>
<td>16,246</td>
<td>15,131</td>
<td>14,260</td>
<td>13,669</td>
</tr>
<tr>
<td>Annual unduplicated headcount</td>
<td>36,199</td>
<td>37,929</td>
<td>35,623</td>
<td>35,223</td>
<td>34,155</td>
</tr>
</tbody>
</table>

With tuition rates held flat, a 7.4% increase in enrollment from 2009 to 2010 resulted in an increase of $5.2 million in student tuition and fees. Budgeted enrollment of 16,643 student FTEs, coupled with a $100 tuition rate increase, is expected to generate $61.8 million in budgeted support from students in 2011. However, enrollment for 2012 and thereafter is expected to level off.

State aid represents operating aid provided by the State of New York (basic state aid), determined by the state aid rate as approved by the State Legislature and enrollment computations related to the prior year. State aid rates have come full circle over the past ten years. For 2002, the rate was $2,250 per student FTE, moving generally upward to $2,675 for 2008. The 2008 rate remained flat for 2009 and 2010, before the state implemented a mid-year reduction to $2,545 per student FTE. In dollars, this $130/FTE reduction totaled $1.1 million, reducing total state aid from a budget of $41.4 million to $40.2 million for the year. Not surprisingly, despite enrollment increases of approximately 14% from 2008 to 2010, earned state aid increased by only 5%.

Budget challenges at the state level, coupled with significant increases over the last two years in state-wide enrollment, have resulted in a further rate reduction to $2,260 per FTE for 2011. Rivaling the 2002 rate, the scope of this cut is most evident in that on its own the rate reduction results in a decline of $6.2 million in support. Bolstered by a nearly 3% increase in budgeted enrollment and a $500,000 increase in other state aid provisions, the net reduction in total state aid for 2011 is budgeted to show a $1.8 million or 4.5% decline from state aid earned in 2010. More critically, budgeted state support for 2011 of $38.4M includes over $7.1 million, or approximately 19%, in Federal stimulus funds. As 2011 is the final year of this Federal program, the state’s challenge will be to restore these funds from other sources for 2012 and thereafter.

Local sponsor contribution represents operating aid from the County of Monroe based on an agreed upon contribution as appropriated by county government. The Sponsor’s direct contribution has increased from $14.3 million in 2008 to approximately $16.7 million for the 2011 budget. Particularly noteworthy is the fact that after fairly modest annual increases of $200,000 during 2006-2009, the County’s contribution for 2010 and 2011 increased by $1 million (7.1%) and $1.2 million (7.8%), respectively.

Despite the scope of these increases in direct support, the sponsor’s total local share, as defined by SUNY, has generally not kept pace with the growth in the College’s operating budget. As a
percentage of the net operating budget, the local share has declined from 19.0% in 2005 to 15.5% in 2010. In addition, based on budget figures for 2011, total support by the County ranks 28\textsuperscript{th} among the 30 SUNY community colleges. At 28\textsuperscript{th}, MCC’s local share is budgeted to expand above the 2005 level to 19.8%, reflecting the ongoing commitment by the County sponsor to reduce the existing shortfall between its current funding share and the statutory requirement of 26.7% of net operating costs, as proscribed in the law.

Acknowledging the full breadth of this relationship, it is important to note the County’s continuing budgetary approval rates, support of the Facilities Master Plan, legislative participation on the MCC Board of Trustees, and active participation in bringing the goal of a new downtown Rochester campus to fruition.

Operating Expenses
Expenditures for \textit{direct services to students} are classified as instruction, academic support, and student services. Of the total $116.8 million operating expenses for the year ended August 31, 2010, $77.0 million, or 66%, was expended for direct services to students. Of the total $109.5 million operating expenses during the year ended August 31, 2009, $72.0 million, or 66%, was expended for direct services to students. In 2008, the amount expended for direct services to students aggregated $69.3 million or 65% of total operating expenses. In keeping with the College’s commitment to student success, the instruction function is by far the largest component of direct service costs incurred each year, and is expected to represent approximately 42% of total planned expenditures in 2011.

\textit{Indirect services to students} include costs incurred in general support of the educational activities of the College. Examples of indirect costs include the operation and maintenance of the College’s physical plant, administrative departments such as Human Resources, Institutional Research, Public Safety, and all finance and executive offices that serve the entire campus community. These are captured in the public service, institutional support, and operation and maintenance of plant functions above.

\textit{Institutional effectiveness} is most clearly seen in how well the college manages its costs in relation to the number of students that it educates. This graph compares the MCC’s total cost per student FTE with the average cost per student FTE for all SUNY community colleges.
As this graph shows, MCC has consistently demonstrated greater efficiency on its expenditures than its peers. In 2010, the College educated its students at a cost of $7,036 per student FTE, nearly 20% lower than the average cost per student FTE of $8,739 across all SUNY community colleges. For the 2011 year, spending per FTE is budgeted at $7,291, approximately 20% below the state average of $9,084. Thus, while record enrollments have been experienced state-wide, the data suggests that Monroe has leveraged the use of its resources more effectively than its peer institutions.

Change in Fund Balance
Through strong enrollment growth and effective cost management, the College’s fund balance grew to approximately $18.8 million as of August 31, 2010, reflecting a three-year increase of nearly $4.2 million or 28% since August 31, 2007. SUNY recommends a fund balance of 10% to 15% of an institution’s operating budget. At fiscal year-end 2010, the College’s fund balance was 16.1% of 2010 operating expenditures. As budgeted for FY 2010/11, this percentage is expected to decline to 12.5% of the $123.8 million operating budget. While remaining strong, it is expected that fiscal pressures prompted by anticipated reductions in state aid and the College’s commitment to maintaining its competitive tuition rate will require that the College increase its reliance on operating fund balance reserves for the foreseeable future.

For additional data related to the College’s financial position and results of operations for fiscal years 2010, 2009, and 2008, see the financial sections of the related Integrated Postsecondary Education Data (IPEDS) Reports (Exhibits 4.4, 4.5, and 4.6).

Projected Outlook for Fiscal Years 2011-2013

Fiscal Year 2011
Based on actual 2011 results as of April 30, 2011, revenues for fiscal 2011 are projected to total $121.6 million, up $4.8 million or 4.1% as compared to fiscal 2010. This increase is due
primarily to increases in tuition and fees of $1.4 million due to a $100 tuition increase for full-time students, the sponsor’s direct contribution of $1.2 million, and other income of $600,000, offset by a decline in state aid of $2.0 million due to an enacted rate reduction per student FTE of $415 or 15.5% from $2,675 to $2,220. The use of allocated reserves is expected to reach $2.8 million, reflecting an increase by $3.5 million year over year.

As compared to the 2011 budget, revenues are projected to fall short by approximately $1.63 million or 1.4% due primarily to lower than budgeted enrollment and a reduction in state aid. Enrollment for the year is estimated at 16,214 student FTEs, 429 FTEs less than budgeted, resulting in a projected tuition and fee variance of approximately -$1.3 million. State aid is expected to total $38.2 million, $171,000 less than budgeted due to an early year cut implemented by the State. Other revenues are expected to be approximately $125,000 below budget due primarily to lower than expected enrollment from outside Monroe County, reducing charge back revenues, and lower interest income due to historically low money market rates.

On the expense side, the results of management’s ongoing assessment of financial results and stringent cost management will effectively mitigate the impact of the projected revenue shortfall. Among other strategies, effective October 2010 the College implemented a regular process for lapsing vacancy dollars (sweeping salary dollars freed up because of open positions) to the central budget account. Prior to engaging in the search process, any open positions are then subject to a thorough justification process, including presidential approval. Position management is most visible in that the administration exercised its right to eliminate 10 previously budgeted, but unfilled staff positions, yielding approximately $300,000 in permanent budget savings. Close monitoring of repairs, maintenance, and utility spending should generate an additional $800,000. Savings in rental costs, insurance, and other contractual services expenses will generate additional savings sufficient to close any remaining gap in income earned versus budgeted for the year.

On a net basis, then, it is estimated that approximately $2.8 million in operating reserves will be needed for the year, reflecting a favorable variance to budget of approximately $600,000 or 18%.

Noting the results of operations for 2010, expenditures for 2011 are expected to exceed 2010 by approximately $4.8 million or 4.1%, reflecting an increase in contractual obligations for salaries and benefits totaling $3.2 million. Owing primarily to an increase in computer deployment during 2011, equipment expenditures are projected to increase approximately $300,000 year over year. Contractual services expenses are projected to increase from 2010 by $1.3 million due primarily to increases in instructional space rental costs and professional services expenses to fill two vacant senior management positions, as well as to support targeted marketing initiatives, and to fund the launch the Division of Economic Development and Innovative Workforce Services.
Statement of Projected/Actual Revenues

<table>
<thead>
<tr>
<th>Revenues</th>
<th>2013 (Q3)</th>
<th>2012 (Q)</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$64.9</td>
<td>$64.0</td>
<td>$60.5</td>
<td>$59.0</td>
</tr>
<tr>
<td>State aid</td>
<td>37.1</td>
<td>36.2</td>
<td>38.2</td>
<td>40.2</td>
</tr>
<tr>
<td>Direct sponsor contribution</td>
<td>19.1</td>
<td>17.9</td>
<td>16.7</td>
<td>15.5</td>
</tr>
<tr>
<td>Other</td>
<td>4.6</td>
<td>3.8</td>
<td>3.4</td>
<td>2.8</td>
</tr>
<tr>
<td>Use of allocated reserves</td>
<td>0.7</td>
<td>2.0</td>
<td>2.8</td>
<td>(0.7)</td>
</tr>
<tr>
<td>Total revenues</td>
<td>$126.3</td>
<td>$123.8</td>
<td>$121.6</td>
<td>$116.8</td>
</tr>
</tbody>
</table>

Fiscal Year 2012

Anticipating the financial challenges confronting the State and Federal governments, the College began in October 2010 to address a possible 2012 budget shortfall of over $7.1 million, the amount of expiring Federal stimulus dollars supporting MCC’s 2011 budget. Through a financial ‘table-top’ exercise among senior leadership, the work of the Budget Resource Committee, and close collaboration with MCC’s Board of Trustees, measures are being implemented to achieve a ‘flat’ 2012 budget. That is, a budget that reflects no increase over 2011’s budget of $123.8 million.

While contractual obligations (commitments under bargaining unit agreements) and increases in health, pension, and other required costs will add approximately $5.4 million to the bottom line, implemented “table-top” actions will fully offset this increase. These include:

- elimination and/or defunding of 28 positions that with benefits will save over $2.1 million;
- a freeze on salaries for the President and 10 key staff positions including the College’s vice presidents;
- modification of service contract agreements, particularly in the technology support area;
- lengthening of asset replacement timelines;
- strategically paring back of funds for institutional and other discretionary expenditures (for example, consulting, marketing, professional services, facility rental costs, and postage).

With these and other measures in place, the 2012 budget will achieve reductions in salary, equipment, and non-capital expenses of approximately $450,000, $300,000, and $2.1 million, respectively, offsetting a budgeted increase in employee benefits of over $2.8 million.

On the funding side, the 2012 budget includes an increase in full-time tuition of $60 to reach $3,060, along with an increase in technology fees of $50 per applicable term. Offsetting the impact of rates on tuition revenues, state-aidable enrollment is budgeted to decline by 2.8% or 462 FTEs as compared to the 2011 budget. Taken together, tuition and fees will grow to $64 million, reflecting a year over year budget increase of $2.2 million or 3.6%.
Offsetting this increase is a budgeted decline of $2.2 million in state aid due to a 6% reduction in the state aid rate of $138 per FTE to $2,122 and the impact of lower than anticipated enrollment for 2011, which is used to determine base state aid for the succeeding budget year. The New York State Legislature approved the State’s 2012 budget by its April 1, 2011 deadline, including approval of aid to community colleges.

The Sponsor’s direct contribution is budgeted to increase by $1.2 million to $17.9 million, reflecting the positive and ongoing discussions between the College and County now underway. The County Legislature will formally consider the request at its August 9, 2011 meeting.

Funding from reserves is budgeted to decline by $1.4 million to $2 million for the year, thus bringing unrestricted net assets to $14.0 million by the end of fiscal 2012. As a percentage of the total operating budget, reserves would remain within SUNY guidelines at 11.3%.

Though reserves are projected to remain at acceptable levels, of continuing concern is the fact that tuition and fees are budgeted to reach nearly 52% of total revenues as state support slips below 30% of the gross budget. Direct sponsor support is budgeted to increase to 14.4% from 13.5% in 2011.

The College’s Board of Trustees will formally consider the 2012 budget at its June 13, 2011 meeting.

**Fiscal Year 2013**

After a flat 2012 budget, projected revenues for 2013 will total $126.3 million, reflecting a $2.5 million or 2% increase. Enrollment is conservatively projected at 16,006 FTEs, down from 16,181 for 2012, reflecting a decline of 175 FTEs or approximately 1%. The 2013 profile assumes a $100 increase in the full-time tuition rate to $3,160, which will provide approximately $900,000 in additional income as compared to 2012, more than offsetting the projected decline in enrollment. Moreover, this rate increase sets in place a new tuition base that will bolster funding in 2014 and thereafter as enrollment is projected to return to modest gains.

State support will add an additional $900,000 due primarily to a projected increase of $50 per FTE in the state aid rate, bringing it to $2,172 per FTE. Though the current state environment remains challenging, the 2.4% rate increase is considered modest as compared to other rate increases since 2005, which expanded by $115 - $175 (5% - 7%) per FTE for fiscal years 2006, 2007, and 2008. In addition, our expectation is that continued pressure on system-wide community college reserves and historic lows in terms of meeting statutory state funding requirements will add pressure at the state level to consider seriously increasing the state aid rate. Finally, dampening state-wide enrollment could allow for an increase in rates with no corresponding increase in total funding, perhaps making some expansion in rates more palatable among state lawmakers. Given MCC’s enrollment outlook beyond 2013, such an increase would bring additional revenue to the College.

Direct sponsor contribution is projected at $19.1 million, reflecting a $1.2 million increase over 2012. Our discussion with County officials indicates an ongoing desire to continue striving towards meeting its statutory funding requirement.
On the expense side, it is important to note that 2013 will likely be the first year under two new bargaining unit agreements, which will be negotiated beginning in January 2012. Management is hard at work even now preparing for these negotiations with a view to achieving meaningful movement in both short and long-term total compensation arrangements and reaching agreement on other workforce flexibility measures. It would be difficult to overstate the importance of these negotiations. It is clear that meeting the demands of a changing financial landscape will require the continued commitment and close collaboration of all College partners.

On net, the use of allocated reserves is projected at just under $700,000, bringing unrestricted net assets to $13.3 million by August 2013. As a percentage of the total operating budget, this represents 10.6% and remains within SUNY guidelines.

C. College Internal Control Environment

The College considers its overall internal control environment to be strong given established and demonstrated levels of management oversight, on-staff legal and internal audit departments reporting directly to the president, robust systems of budgetary control, strong fiscal procedures, an ethics hotline and whistleblower policy and the close oversight of an engaged Board of Trustees. As part of its commitment to keeping up with best practices in the area of internal controls, the college takes a proactive approach including, among other requirements, timely reconciliations, position control, budget caps, approval queues for hiring, payroll time reporting, monitoring of purchases, and independent review of both payroll and other cash disbursements. Additionally, management takes seriously comments from its internal audits as well as those brought forth by the College’s independent external auditors.

As the result of their audit of the FY 2010 financial statements, our auditors have issued their report, Communication of Matters Related to Internal Control Over Financial Reporting and Other Matters, dated November 2010 (Exhibits 4.7, 4.8, and 4.9 for the 2010, 2009, and 2008 management letters). The report identified no recommendations classified as material weaknesses. However, the following recommendations were made that are considered to be significant deficiencies as defined by current auditing standards:

- **Application Change Control** - a recommendation to adopt a formal software development life cycle (SDLC) change control methodology and establish a change management policy;
- **Password Policy** - a recommendation to modify current password configurations considering best practices;
- **Applications Batch Processing** - a recommendation that all batch processing jobs be inventoried and risk ranked as they relate to the financial statements and the potential for fraud and/or misappropriation of assets;
- **General IT and Applications Security** – a recommendation to review current user access rights to ensure that access to systems and data continues to be in line with defined and documented business needs, job requirements, and regulatory standards.
These deficiencies, however, related to technological protocols and process and not to any financial issues.

The management letter for 2010 provides a more detailed treatment of the foregoing recommendations, including management’s comments. Management is currently addressing each recommendation within the context of overall best practices at the College.
Section 5
Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning

MCC has a long history of articulating its goals, implementing strategies to achieve those goals, assessing the achievement of those goals, and using the results of those assessments to improve programs and services and to inform planning and resource allocation. The College has designed and continues to implement one integrated planning model. The Institutional Effectiveness Model (IEM) was developed to illustrate the relationship among the college’s major planning initiatives. Measuring institutional effectiveness, both qualitatively and quantitatively, supports the complementary functions of institutional improvement and accountability to the College’s many stakeholders.

The IEM connects the College’s Strategic Plan, the SUNY Mission Agreement (Exhibit 5.1), and the Academic Assessment Plan. These primary planning documents are integrated into the overall institutional effectiveness model that supports the College’s mission. Additional planning documents are used in support of this overall approach.

This IEM process enables the College community and its trustees to routinely re-examine its mission in terms of relevancy, clarity, and achievability. The Office of Institutional Research
(IR) provides data to assist in data-informed decision making and in measuring performance. Performance results are communicated at the conclusion of each year through annual divisional reports documenting goal accomplishments. Institutional effectiveness results are communicated bi-annually to the College community by the president in her *Message to the College Community*.

The College’s Strategic Plan is one of the primary elements of the IEM. The plan identifies major institution-wide strategic directions and corresponding goals and objectives. With the plan as the framework, divisional plans and strategies are developed on an annual basis. During the implementation and integration stages of the process, budget considerations, facilities enhancements, and technology advances are carefully integrated to support the plan. Implementation is routinely monitored during the duration of the plan. The College’s success is measured by multiple means: a series of suggested Key Performance Measures which augment the planning document, a strategic planning goal accomplishment database, and a newly developed dashboard (Exhibits 5.2 and 5.3).

Based on a review of various dashboard samples, the President gave IR a template detailing the Key Performance Indicators (KPIs) to be shown on the dashboard. The indicators are in four broad categories: access, success, quality, and financial responsibility. Based upon these multiple verification and evaluation processes, planning priorities are reaffirmed and/or adjusted accordingly.

### An Institutional Dashboard

![An Institutional Dashboard](image)

MCC has purposefully aligned the lifecycle of the strategic plan to follow the Middle States review process to benefit from the extensive introspection that this process creates and to ensure that the College promptly addresses any recommendations. Similarly, the College’s technology
planning lifecycle occurs after the strategic plan is completed to ensure that technology directly supports the goals of this plan. The College developed its first comprehensive technology plan in 1997 and will begin its next edition at the conclusion of the current strategic planning process. The current MCC Facilities Master Plan ends in 2013 so that the next version of this plan will be informed by the results of this report and the new strategic plan and technology plan (Exhibit 5.4). In these challenging times, it will be imperative that our next plan be more tightly focused and strategic.

As MCC continues to embrace institutional effectiveness, the College is committed to refine and add to our processes of evaluation and continuous improvement. Whether they are grounded in academic service or business operations, all evaluation projects will follow a common, four-stage process:

```
REVIEW ▶ ASSESS ▶ EVALUATE ▶ ACT
```

Currently, the College is piloting a program that allows for the assessment of administrative units (Exhibits 5.5, 5.5.1, 5.5.2, and 5.5.3). With the addition of these administrative unit reviews, the College will be able to demonstrate a more comprehensive and robust process of evaluating institutional effectiveness.

B. Student Learning Outcome Assessment

Since the internal publication of *Foundations for Student Success: Learning and Assessment* in 2001, academic assessment and program evaluation at Monroe Community College have progressed significantly. However, the College has been involved in the process of outcomes assessment for over two decades. The institution’s commitment to assessment began with the development of the 1990–1995 Comprehensive Assessment Plan. This framework, endorsed by the College and SUNY, provided the impetus for a college-wide approach for identifying and measuring student learning outcomes with the ultimate goal of improving institutional effectiveness. The framework focused upon four major categories: academic majors, basic skills, general education, and personal/social growth.

In late 1999, MCC formed a college-wide Assessment Task Force. The task force achieved three significant outcomes:

- establishment of an Office of Academic Assessment within the Academic Services division, hiring a full-time Coordinator of Academic Assessment in September 2000;
- revision and update of the MCC Assessment Framework and the development of an implementation and communication schedule;
- design of a framework and cycle for piloting assessment activities and initiating future program reviews.

The complete findings and recommendations of the Assessment Task Force were included in the group’s final report, *Foundations for Student Success: Learning and Assessment (Foundations I)*. This document has served as the primary framework for all faculty assessment projects and activities since its completion in 2001.
After engaging in several annual cycles of assessment, it became apparent that the original processes of assessment and program review that had been adopted in 2001 required some significant revisions. Thus, starting in 2007-08, a succession of three ad hoc committees (also appointed by the Faculty Senate) engaged in significant efforts to update and adjust ongoing assessment processes. One of the most noteworthy accomplishments of these three committees was the creation of the *Monroe Community College Program Review Process Guidelines*, approved by the vote of the Faculty Senate and with the consent of the Academic Services Vice President in October, 2008 (Exhibit 5.6).

**SUNY’s Role in Assessment**

While the state’s requirements (and financial support) for academic assessment formed some of the basis for assessment training and practices at the College, individual campuses in the SUNY system had some latitude as to the local policies and processes that institutions could embark upon in support of the initiative. MCC was one of the leading institutions in assessment in the SUNY system, in terms of the level of leadership and acceptance of assessment by the institution’s faculty, and also in terms of the resources allocated to assessment. Still, the faculty and staff at MCC were largely constrained in developing innovative approaches to assessment, because so much of the faculty’s time for assessment was devoted to fulfilling the SUNY mandate.

SUNY’s role in assessment changed significantly in May 2010, when the SUNY Board of Trustees accepted a set of proposals from the System Provost that scaled back the accountability role of SUNY System Administration. Although the SUNY Assessment Initiative (and corresponding mandate) were still in place, SUNY System Administration would no longer require annual reporting of assessment results by campuses, and would scale back its specific requirements for assessment in the areas of Basic Communication, Mathematics, and Critical Thinking. At the same time, SUNY eliminated its financial support of assessment. As SUNY undertakes a transformation in its role in assessment, MCC has taken advantage of this opportunity to develop an assessment program and process that better suits the needs of the faculty, staff, and administration.

**MCC’s Shift in Assessment Focus**

MCC, then, shifted its approach to assessment from one that had been SUNY-centered to one that focused on MSCHE assessment standards and practices. This shift in assessment focus has led to a number of small but important changes in assessment:

- within the assessment and program evaluation process, the institution and its faculty now place greater emphasis on curriculum and program design, and the analysis of information gleaned from the process. This represents a change from what had been a process driven more by the mechanical aspects of assessment, such as the successful collection of data and the calculation of statistics to verify reliability;
- assessment and program evaluation results have been more fully integrated into institutional decision-making, particularly in the Academic Services division;
assessment and program evaluation processes have been more fully integrated into the institution’s well-established curriculum process;

- programs and departments are engaging in increased levels of follow-up activity in assessment (known in the profession as “closing the loop” actions);
- faculty members have been encouraged, as part of their assessment and program evaluation projects, to adjust the process as appropriate to ensure the usefulness of the exercise;
- in September 2010, the Faculty Senate Executive Committee approved the formation of a “permanent” College Assessment and Program Evaluation (CAPE) Committee as a subcommittee of the Curriculum Committee, thus replacing the series of ad hoc committees which had previously overseen assessment.

C. Academic Assessment Processes

General Information

Planning. Assessment projects are planned activities. The Office of Academic Assessment maintains a schedule of assessment projects, distributed annually to department chairs and deans for discussion and updating (Exhibit 5.7). The schedule is also posted and updated on the College’s Assessment website. Although projects are placed on a scheduled six-year cycle, the schedule requires annual updating to account for changes in the curriculum. All academic programs and general education disciplines are listed on this schedule, and all programs have been evaluated at least once except for Law Enforcement and Optical Technologies, which are both appropriately scheduled.

Implementation. The leadership of the Academic Services division and the Faculty Senate maintain shared oversight of academic assessment. All projects associated with the assessment of student learning are undertaken by the faculty, with ongoing assistance and support from the Office of Academic Assessment and the Department of Curriculum and Program Development. Assessment projects typically run over the course of a single academic year, but some require longer periods of time if the substance of the project warrants doing so.

Communication. Results from assessment and program evaluation projects are widely distributed among the department faculties undertaking these projects, and likewise shared with staff and administrators supporting those departments. Faculty Senate committee members had expressed a willingness for assessment results to be readily available for the purposes of analysis and decision making, but the faculty have likewise indicated a hesitancy to widely publicize specific assessment results, for fear that doing so might hinder the constructive discussions that these assessment projects should engender. One Faculty Senate ad hoc committee concluded that if departments were not required to widely publicize their assessment results, they would be more likely and more willing to confront program and curricular weaknesses. For this reason, the results of assessment projects are shared within divisions and among senior administrators, but not published on the College website nor distributed to all faculty members across the College.

Institutional Commitment and Resources for Academic Assessment
MCC places great emphasis on its support of academic assessment. The investment of resources in assessment activities over the past decade has allowed for an increased awareness among the
faculty of the importance of assessment as a tool of continuous improvement, and demonstrates the institution’s commitment to assessment. The College continues to take strides to build a “culture of assessment” throughout all academic divisions.

Assessment activities are supported by a rich array of resources:

- staff professionals supporting faculty with their assessment projects include the Coordinator of Academic Assessment and Program Review, the Dean of Curriculum and Program Development, and the Institutional Research department staff;
- professional development funds are made available to faculty and staff to attend assessment workshops and conferences;
- modest levels of release time have been made available to departments undertaking assessment projects, to allow faculty members the opportunity to focus appropriate efforts on both teaching and assessment work;
- instructional and informational resources to support training in assessment are made available to the faculty by the Office of Academic Assessment, and its associated website (http://www.monroecc.edu/depts/currprog);
- annual spring semester luncheons have offered faculty the opportunity to hear visiting speakers discuss a variety of topics concerning assessment;
- jointly sponsored events by such bodies as the Office of Academic Assessment, the Teaching and Creativity Center, the Curriculum Office, and the Faculty Senate have been offered to faculty periodically as a means of sharing best practices in assessment.

The Coordination of Academic Assessment Projects at the College

Assessment of student learning at MCC takes place in four inter-related but distinct processes:

- the assessment of general education courses;
- the evaluation of degree and certificate programs;
- special projects in academic assessment and evaluation, and
- follow-up actions and activities (“Closing the Loop”).

Each of these processes contributes important information to the College’s academic leadership and departments, information that has substantive impact on the curriculum. And, each must be managed differently, according to the premise and goals of the assessment activity itself.

Assessment of General Education courses
MCC’s approach to the assessment of general education courses is well-established. The College has organized all general education areas into scheduled 3-year assessment cycles, whereupon all general education courses qualifying for SUNY General Education credit have been assessed against the prescribed SUNY student learning outcomes (SLOs). In the decade since the SUNY Assessment Initiative has been in place, MCC has successfully assessed 96% of the qualifying general education courses.
However, the SUNY Assessment Initiative of 2010 allowed MCC to revise its assessment of general education courses. Now, the College assesses the general education courses by focusing on the discrete learning outcomes developed by MCC faculty. The College devised a process where these outcomes were entered into our Curriculum Database for easy, open access by the College community, thus allowing for a streamlined assessment process. The upcoming assessment of the liberal arts programs at the College will be managed separately but in conjunction with our continuing assessment of general education courses.

The Evaluation of Degree and Certificate Programs
MCC’s approach to the evaluation of degree and certificate programs is prescribed by a process devised by an ad hoc committee of the Faculty Senate. In 2007-2008, the faculty undertook the initiative to revise its own internal guidelines for program review in favor of a new process that was more complete and more consistent with both MSCHE expectations, and with standards established by specialized accreditors. This new document, the *Monroe Community College Program Review Process Guidelines*, has brought clarity and consistency to the institution’s program evaluation projects.

In brief, the new guidelines require that all programs undertake a review of their mission, goals, and outcomes; institute an assessment of required program courses, with course learning outcomes mapped to program learning outcomes; and analyze the data from the student learning outcomes assessment, along with program-level data such as admissions and enrollment trends, faculty credentials, and support services. All program evaluation projects also must include a visit from an external review committee, and program evaluation reports should include a discussion of lessons learned from the project, recommendations for change, and an action plan for moving forward.

Special Projects in Academic Assessment and Evaluation
Assessment is now enough of a part of the culture of MCC that the faculty and administrative leaders include it as a process useful for examining learning beyond the traditional assessment of degree programs and general education. In 2007-08, the College assessed its Writing Across the Curriculum (WAC) program, a non-degree, coordinated effort to promote increased student success in writing.

Since that time, several other projects have been undertaken or are scheduled for upcoming years. In January 2011, a three-semester effort to assess online learning, the “Distance Learning Assessment Initiative (DLAI)” was completed. Currently, the Transitional Studies Department (TRS), the faculty engaged in remediating underprepared students in Math, Reading, and Writing, has taken on the task of conducting a full departmental evaluation. The College’s faculty in the English for Speakers of Other Languages (ESOL) program is scheduled to engage their own program evaluation in 2012-13. Finally, support offices and departments within the Academic Services division have begun to conduct their own assessments as a means of determining whether or not their services adequately and appropriately meet expectations for the indirect support of students and student learning.

Follow-Up Actions and Activities (Closing the Loop)
With members of MCC’s faculty and staff participating in a variety of assessment workshops and conferences over the past several years, it became clear that the College needed to move beyond the SUNY Assessment Initiative, and concentrate more on the expectations of the MSCHE and other specialized accrediting bodies. The result is an assessment plan practiced by the institution that is focused on the effective utilization of assessment and evaluation findings. The College’s new updated assessment plan, appropriately titled: *Foundations of Student Learning IV: Closing the Loop*, documents MCC’s progress and goals of making assessment and evaluation projects relevant and useful to both faculty and administrators. The expectation is that reasonable standards for the mechanics of assessment – learned as a result of the SUNY Assessment Initiative – should be maintained, but that these tasks should be secondary to the analysis of the data and the follow-up recommendations and actions that connect the process of assessment to enacted changes.

This shift has meant that assessment projects are no longer an end in and of themselves. All project reports include sections for analysis, recommendations, and follow-up action. Since 2008, completed projects are reviewed in debriefing sessions including the faculty assessment leader for each respective project, the department chair, the area dean, the Dean of Curriculum, and the Coordinator of Academic Assessment. In 2011-12, the College will conduct its first “interim discussions” to follow up on the progress of departments from reports submitted in 2008, and to promote both further follow-up and preparation for the next program evaluation.

**D. Evidence of Progress in Assessment and Evaluation**

MCC’s assessment program was largely influenced over the last decade by the SUNY Assessment Initiative, and significant attention and energy were put toward fulfilling that mandate. In the past few years, however, the College has undertaken its own initiative to take steps to bring meaning to the assessment and evaluation process. The following examples serve to illustrate how the College has advanced in using the findings from general education assessment and program evaluation projects.

**Program Deactivation**

At the end of 2008-09, the Dean of Science, Health, and Business proposed to evaluate the College’s Massage Therapy A.A.S. degree program. The dean was interested in using the process of program evaluation to help the College determine whether or not the program was sustainable, both in economic terms and as a service to its students and the Monroe County community. The dean made clear that the program evaluation itself would not be the only, nor even the deciding, factor in the decision to continue or terminate the program. Rather, his request was that the scope and focus of the program evaluation project go beyond the College’s current program evaluation guidelines, and become a project that would inform senior administrators about this important decision.

Over the course of 2009-10, the faculty assessment leader, supported by her department colleagues and the Office of Academic Assessment, conducted a full-scale program evaluation which sought to address the dean’s concerns. The findings reported in the program evaluation report were consistent with the data and research on the program found by other means. In October 2010, the Dean regretfully announced to the College that the Massage Therapy program
was being deactivated. Departments were assured that the program evaluation project’s findings did not result in the program’s termination, but that the project itself was, in fact, an opportunity for the leadership to discern if its prior understanding of the program was correct. In other words, the program evaluation project findings alone could not result in the program’s deactivation, but the results could have led the leadership to reconsider its initial inclination to terminate the program.

**Significant Program Revisions**
While the acceptance and use of assessment project results varies from department to department, the faculty is increasingly willing to engage in the serious discussion of how assessment and program evaluation can work for them. The following instances provide some insight as to how the faculty is actively using program evaluation as a process to leverage change within their departments:

- in 2005-06, the faculty of the Business Administration and Economics department evaluated their A.A.S. degree in terms of its effectiveness for students and service to the community. After exhaustive research and compelling testimony from their Advisory Committee, the faculty determined that the generalized focus of the A.A.S. degree was no longer appropriate. These results led to the revision/termination of the A.A.S. generalized degree in Business Administration, which was replaced by an A.A.S. degree in Entrepreneurial Studies;
- in 2007-08, the Law and Criminal Justice Department evaluated their A.S. and A.A.S. degrees, and found that a significant proportion of their students required remediation in the basic skills of reading and writing. Concerned that students were not able to succeed in a program where the ability to comprehend college-level texts in legal procedures was important, the faculty devised a model approach to addressing these weaknesses among their students. Remediation of reading is now woven into the program’s design, with reading requirements and the integration of learning communities at the core of their approach to building student success in the program;
- in 2009-10, the Visual and Performing Arts department evaluated two very different programs, each resulting in significant revisions. The faculty of the A.S. program in Communication and Media Arts evaluated their program largely in terms of making the curriculum more transferrable for students completing the degree. This program evaluation has led to significant course revisions, sustained assessment of student learning, and a broad redefinition of the program. The faculty members supporting the A.A.S. degree in Visual Communication Technology: Photo & Television stripped their program design down to its bare bones, and rebuilt it course by course, determining how and if each course supported the program’s goals and outcomes as the faculty deemed was needed.

**Changes in General Education**
MCC’s faculty members supporting the general education courses of the College have had similar successes in using assessment project findings for improvement. Because of the nature and design of the College’s general education program, these changes have tended to be more at
the course level. But, with the high number of students taking general education courses, these changes have had significant impact on student learning:

- in 2008-09, the faculty from the Anthropology/History/Political Science/Sociology (AHPS) Department assessed courses in the disciplines of Social Sciences and Other World Civilizations. The results of those assessments helped inform the department on how to best integrate courses, objectives and outcomes in a newly proposed program of Diversity Studies;
- also in 2008-09, the assessment of courses in the Natural Sciences revealed some concerns that interrelated courses were not providing students with a seamless experience in learning. Gaps and redundancies in course material between sequential courses (where the prior course is a prerequisite) led to faculty members making changes to courses to fill these gaps and eliminate some redundancies;
- in 2009-10, the faculty teaching courses in the Humanities engaged in newly designed assessment processes which deemphasized the data collection phase, and instead focused more on the analysis and discussion phase of the project. The result was an encouraging and evolving discussion on what it means for students to learn in the Humanities;
- in 2010-11, a committee impaneled by the Faculty Senate to oversee the assessment of the infused competencies of Critical Thinking and of Information Management began the College’s pilot participation in the Community College Learning Assessment (CCLA). Like many colleges, MCC continues to take seriously its approach to assessing these two competencies, but the College has not yet settled on an assessment strategy that fulfills all of the goals of the institution.

E. Moving Forward

MCC’s approach to projects in academic assessment continues to evolve, as the institution more fully integrates assessment activities into its operations. A number of significant developments deserve mention:

- the development of a new assessment database to complement the institution’s well-established curriculum database. This new tool, designed entirely in-house, will not only provide faculty members engaging in assessment with a facilitative tool for their projects, but will also help to link further the curriculum development and assessment processes;
- the recent updating of the assessment plan, *Foundation of Student Learning IV: Closing the Loop*, includes not only a thorough documentation of assessment practices, but also an updated roadmap for the near future. It is anticipated that this volume of the Foundations series may be the last, as this document will go live on the College’s Assessment website and become a living document that will be updated continuously as external demands and internal experience require;
- the College Assessment and Program Evaluation Committee (CAPE) has been authorized by the Faculty Senate to research and respond to all needs of the College in the arena of academic assessment and evaluation.
Currently, MCC is engaged in its fifth strategic planning process (Exhibit 6.1). The strategic planning process has evolved over the years and is aligned with best practices and a commitment from College leadership to effectively manage growth and change. Over the years, the College has adopted a four-stage approach to strategic planning:

1. **Strategic Thinking.** Through a variety of means such as interviews, focus groups, surveys, and selected readings, the team gathers insight into the issues facing the college. Then, the team addresses such areas as analysis of culture, internal and external environment and trends, SWOT analysis, mission review, and assumption development.

2. **Direction & Goal Development.** During this stage, the team establishes a set of strategic directions and corresponding goals for the College for the duration of the plan. The team seeks the approval of key stakeholders: the president, the Faculty Senate, and the Board of Trustees.

3. **Implementation & Integration.** During this stage, the College identifies focus areas for the year, develops strategies at the divisional and departmental level, and integrates the plan into the budget.

4. **Monitoring and Evaluation.** Here, the team seeks to demonstrate impact. Throughout the duration of the plan, the team – and other key stakeholders – monitor the implementation of the plan, assess progress, and suggest revisions (if necessary). In addition, the team will provide campus-wide communications, updating the College community about progress and highlighting successes.

This extensive process for developing the strategic plan has created an environment that encourages group interaction, collegiality, and authentic college-wide collaborations. The process has become as important as the final plan in bringing people together to interact and grow as individuals and members of the MCC community. The College is embarking on the next strategic planning process and has established a timeline for its completion (Exhibit 6.2).

MCC’s concentrated efforts to secure appropriate resources and to ensure the efficient use of those resources has been a long standing practice. Resource allocation decisions are driven by institutional planning. Divisional goals are directly tied to specific strategic plan goals which lead to the alignment of budgets to support these goals. In short, the strategic plan prompts the creation of other, operational plans. These plans, such as the Facilities Master Plan, the Enrollment Management Plan, the Large Equipment Replacement Budget, the Academic Plan, and the Technology Plan, provide detailed frameworks for both implementation and evaluation.

In addition to the divisional budgets, multiple funding strategies have been developed to address strategic planning projects, new initiatives, and innovation. These funding strategies include set-aside funding, internal grant opportunities, and technology plan projects. The internal grant completion, for example, offers multiple funding streams, including Perkins Grant funding,
strategic planning grants, the MCC Foundation’s annual grants program, and the Diversity Committee Project funding. These grant programs require applicants to demonstrate the relationship of their requests to the strategic plan. In total, about $1.1 million is available through these internal funding streams.

This semester (2011) two projects reveal the effectiveness of this link between planning, as expressed in the strategic plan, and budgeting. The renovation of the Gleason Hall of Science is a $16.4 million project that will offer students versatile classrooms and lab spaces that promote active and independent learning. The other project, the $7.6 million Property Preservation Project, provides much needed maintenance to campus facilities. That project will be completed by summer, 2012.

More importantly, however, the College views this strategic process as fluid rather than static: continual assessment processes check progress and suggest appropriate revisions. Accordingly, certain projects not initially present in drafting the plan have emerged and taken precedence over those previously anticipated. In response to College and community needs, for example, MCC completed and opened the Wolk Center for Nursing Excellence and the P.A. Chesonis Field House (PAC), with project costs of $14 million and $12.9 million, respectively. In addition, a $500,000 Dental Clinic renovation is now underway that will directly support the community’s need for additional dental professionals who will benefit from state-of-the-art training. Taken together, the College’s Facilities Master Plan coupled with the practice of ongoing assessment grounds MCC’s capital investment initiatives with both short and long-term priorities established in the strategic plan.

As operating budgets have tightened, the College continues to adopt more collaborative and integrative planning processes. In this regard, the President established the College’s first Budget Resource Committee (BRC) in November 2009. Composed of 35 members from across the College community, the BRC has three primary charges:

- to create a ‘big-table’ around which all stakeholders are represented and varied and sometimes divergent perspectives can be heard;
- to identify and communicate college-wide resource allocation priorities for consideration during the annual budget process;
- to more fully integrate the planning and budgeting processes.

Beginning in December, 2009, the BRC established several pathways to affect responsive and strategic resource allocation. By early February 2010, the BRC published a set of recommendations to guide and to prioritize the 2010-2011 budget:

- **Student and Enrollment Services** that support success and retention, including evaluation of enrollment processes from recruitment through completion in view of changing demographics, marketplace pressures, and student expectations;
- **Human Capital**, including professional development, data driven assessment, faculty/adjunct mix, position assessment/appropriate complement/alignment of faculty/staff;
- **Maintenance of Technology** infrastructure and sustained technology funding streams to support current/future priorities;
- **Sustainability/Maintenance**, including funds for handling mandates/compliance/legal matters (e.g., safety issues, etc.), capital and maintenance funds to manage effectively current and deferred maintenance, and green/energy initiatives;
- **Fund Development/External Relationships/Community Partnerships**, including support for work force development, external funding initiatives, and economic development.

The impact of the BRC’s work was most readily seen in how the recommendations confirmed and informed the 2011 allocation of institutional set-aside funds. In the past, divisional vice presidents had managed this aspect of the budget; the BRC promoted a more college-wide, collaborative culture. The BRC’s recommendations supported such initiatives as employee benefits, instructional technology, computer deployment, strategic planning, and funding for additional instructional space. Excluding employee benefits, the pool totals approximately $9.3 million for the 2010-11 budget, reflecting an increase of $1.3 million from 2009-2010. It is particularly noteworthy that in large measure the funded set-aside initiatives corresponded directly to the priorities established by the BRC, with student and enrollment services receiving the bulk of the commitment. This process clearly illustrates that resource planning not only sustains and improves current programs and services but is also acutely responsive to changing institutional demands.

Indeed, the College has determined that this linkage can be more fully developed. Thus, committee membership was deepened by the addition in October, 2010 of the Director of Planning, Valarie Avalone, who delivered a presentation on *Integrated Planning* early in the process. Even more crucial is that with the Director’s formal membership on the BRC, the planning perspective stands with the budget development process throughout the Committee’s work. In preparation of the 2011-12 budget, the BRC’s tasks for the year include establishing sub-recommendations for the student/enrollment and human capital priorities, and developing action plans to expand communications about fiscal matters and to create a more flexible and dynamic workforce that provides quality services to our students.

The BRC’s work continues to provide consensus built guiding principles that inform the College’s budget development process and offer a mechanism for prioritizing future resource allocation decisions that meet changing institutional realities.
MCC Middle States Periodic Review
Team Members
2010 - 2011

Valarie Avalone, Co-Chair
Director
Planning

Michael McDonough, Co-Chair
Provost and Vice President
Academic Services

Michael Heel
Coordinator, Academic Assessment
Curriculum & Program Development

Sherrill Ison
Institutional Research

Terry Keys
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Annette Leopard
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Darrell Jachim-Moore
Assistant Vice President
Administrative Services

Holly Preische
Associate Director
Career and Transfer Center

Adrian N. Smalls
Instructor
Law and Criminal Justice, DCC
## A. General Information

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<td><strong>Master’s</strong></td>
<td>no</td>
</tr>
<tr>
<td><strong>Post-Master’s Certificate</strong></td>
<td>no</td>
</tr>
<tr>
<td><strong>Doctor’s - Professional Practice</strong></td>
<td>no</td>
</tr>
<tr>
<td><strong>Doctor’s - Research/Scholarship</strong></td>
<td>no</td>
</tr>
<tr>
<td><strong>Doctor’s - Other</strong></td>
<td>no</td>
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### Related Entities

<table>
<thead>
<tr>
<th>Name, State, Country</th>
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</table>

| Initial Accreditation | 1965 |
| Last Reaffirmed | 2006 |
| Next Self-Study Visit | 2015-16 |
| Next Periodic Review Report (PRR) | June 2011 |
| CHE Staff Liaison | Dr. Ellie A. Fogarty |
Instructions

The column marked "Data on File (as of...)") reflects the data as of your institution's last lockdown, plus data that have been changed since lockdown, up to the current date.

The column marked "IP Data (2010-11)" refers to the data you will enter during this reporting period.

To see the data you actually entered last year, minus any subsequent changes, go to the Home page and select the year you want to review. Those data will be in the right-hand column.

Shaded information cannot be modified on-line. Please contact Mr. Tze Joe (tjoe@msche.org) if you would like to change the data on file. Please complete the following fields that currently are blank and/or are accessible to you. An asterisk (*) denotes a required field:

TELEPHONE & FAX
List the numbers to which you prefer to have general inquiries directed. These numbers will be published in our on-line directory.

WEBSITE

CALENDAR
Indicate the predominant calendar system used at your institution, including:
* Semester
* Quarter
* Trimester
* 4-1-4 Plan
* Continuous Term
* Differs by Program
* Other

DEGREE GRANTING AUTHORITY
Select the state or other jurisdiction that authorizes your institution to offer postsecondary degrees. Federally chartered institutions (i.e., military) should select "United States of America."

LICENSED TO OPERATE IN
Select the state(s)/province(s) or other local jurisdictions in which your institution was required to get national or local government permits or other forms of approval in order to conduct business there. At least one of these must be the same state or country that provided your degree granting authority. Federally chartered institutions (i.e., military) do not need to answer this question.

PROGRAMS AND CERTIFICATE/DEGREE LEVELS:
Indicate the number of programs your institution offers for each of the following certificates and degrees:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div. and M.H.L./Rav)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Note: The number of programs refers to the number of majors available for a given degree/certificate program, consistent with reporting CIP codes to IPEDS. (Rev. 3/8/11)
Types of Doctor’s Degrees:
(From the IPEDS Glossary) (Rev. 3/8/11)

**Doctor’s Degree - Research/Scholarship**
A Ph.D. or other doctor’s degree that requires advanced work beyond the master’s level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M, and others, as designated by the awarding institution.

**Doctor’s Degree - Professional Practice**
A doctor’s degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as “first-professional” and may include: Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or, Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution. Other examples may include Au.D., D.Ed.Min., D.N.P., D.Min., D.Ed.Min, D.Miss., D.P.T., N.D., O.T.D., and Psy.D.

**Doctor’s Degree - Other**
A doctor’s degree that does not meet the definition of a "doctor’s degree - research/scholarship" or "doctor’s degree - professional practice."

**RELATED ENTITIES**
Is the institution completing this form related to another entity, within this region or elsewhere, that is not accredited by Middle States?

Excerpt from the "Related Entities" policy statement:

A related entity may be a corporate parent, system administration or board, religious sponsor, funding sponsor (which, in some cases, may include an equity or investment fund), or other entity that can affect decisions related to accreditation (herein "Related Entities"). Related entities may include institutional or corporate layers or groups. Ordinarily, local, county, and state legislatures, other accreditors, local advisory boards, and government agencies are not related entities. The scope of this policy does not include "contractual relationships" in which the accredited entity contracts for services; these are governed by a separate Commission policy.

**Exclusions:**
Do not report relationships that you are listing elsewhere in the IP as Branch Campuses, Additional Locations, or Other Instructional Sites.

**INSTITUTION TYPE:**
The Commission uses the categories in the 2006 Carnegie Classification for the reporting period covered by this IP, as follows:

<table>
<thead>
<tr>
<th>ID</th>
<th>Category</th>
<th>Category Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assoc/Pub-R-S</td>
<td>Associate's--Public Rural-serving Small</td>
</tr>
<tr>
<td>2</td>
<td>Assoc/Pub-R-M</td>
<td>Associate's--Public Rural-serving Medium</td>
</tr>
<tr>
<td>3</td>
<td>Assoc/Pub-R-L</td>
<td>Associate's--Public Rural-serving Large</td>
</tr>
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<td>4</td>
<td>Assoc/Pub-S-SC</td>
<td>Associate's--Public Suburban-serving Single Campus</td>
</tr>
<tr>
<td>5</td>
<td>Assoc/Pub-S-MC</td>
<td>Associate's--Public Suburban-serving Multicampus</td>
</tr>
<tr>
<td>6</td>
<td>Assoc/Pub-U-SC</td>
<td>Associate's--Public Urban-serving Single Campus</td>
</tr>
<tr>
<td>7</td>
<td>Assoc/Pub-U-MC</td>
<td>Associate's--Public Urban-serving Multicampus</td>
</tr>
<tr>
<td>8</td>
<td>Assoc/PrivNFP</td>
<td>Associate's--Private Not-for-profit</td>
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<table>
<thead>
<tr>
<th>Number</th>
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<td>Assoc/PrivateFP4</td>
<td>Associate's--Private For-profit</td>
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<td>11</td>
<td>Assoc/Public2in4</td>
<td>Associate's--Public 2-year colleges under 4-year universities</td>
</tr>
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<td>12</td>
<td>Assoc/Public4</td>
<td>Associate's--Public 4-year Primarily Associate's</td>
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<td>13</td>
<td>Assoc/PrivateNFP4</td>
<td>Associate's--Private Not-for-profit 4-year Primarily Associate's</td>
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<tr>
<td>14</td>
<td>Assoc/PrivateFP4</td>
<td>Associate's--Private For-profit 4-year Primarily Associate's</td>
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<td>15</td>
<td>RU/VH</td>
<td>Research Universities (very high research activity)</td>
</tr>
<tr>
<td>16</td>
<td>RU/H</td>
<td>Research Universities (high research activity)</td>
</tr>
<tr>
<td>17</td>
<td>DRU</td>
<td>Doctoral/Research Universities</td>
</tr>
<tr>
<td>18</td>
<td>Master's L</td>
<td>Master's Colleges and Universities (larger programs)</td>
</tr>
<tr>
<td>19</td>
<td>Master's M</td>
<td>Master's Colleges and Universities (medium programs)</td>
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<tr>
<td>20</td>
<td>Master's S</td>
<td>Master's Colleges and Universities (smaller programs)</td>
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<tr>
<td>21</td>
<td>Bac/A&amp;S</td>
<td>Baccalaureate Colleges--Arts &amp; Sciences</td>
</tr>
<tr>
<td>22</td>
<td>Bac/Diverse</td>
<td>Baccalaureate Colleges--Diverse Fields</td>
</tr>
<tr>
<td>23</td>
<td>Bac/Assoc</td>
<td>Baccalaureate/Associate's Colleges</td>
</tr>
<tr>
<td>24</td>
<td>Spec/Faith</td>
<td>Special Focus Institutions--Theological seminaries, Bible colleges, and other faith-related institutions</td>
</tr>
<tr>
<td>25</td>
<td>Spec/Med</td>
<td>Special Focus Institutions--Medical schools and medical centers</td>
</tr>
<tr>
<td>26</td>
<td>Spec/Health</td>
<td>Special Focus Institutions--Other health professions schools</td>
</tr>
<tr>
<td>27</td>
<td>Spec/Engg</td>
<td>Special Focus Institutions--Schools of engineering</td>
</tr>
<tr>
<td>28</td>
<td>Spec/Tech</td>
<td>Special Focus Institutions--Other technology-related schools</td>
</tr>
<tr>
<td>29</td>
<td>Spec/Bus</td>
<td>Special Focus Institutions--Schools of business and management</td>
</tr>
<tr>
<td>30</td>
<td>Spec/Arts</td>
<td>Special Focus Institutions--Schools of art, music, and design</td>
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<tr>
<td>31</td>
<td>Spec/Law</td>
<td>Special Focus Institutions--Schools of law</td>
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<tr>
<td>32</td>
<td>Spec/Other</td>
<td>Special Focus Institutions--Other special-focus institutions</td>
</tr>
<tr>
<td>33</td>
<td>Tribal</td>
<td>Tribal Colleges</td>
</tr>
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</table>

For a complete description of the Carnegie Classification system, go to [http://72.5.117.129/classifications/](http://72.5.117.129/classifications/).
### B. Key Contacts

<table>
<thead>
<tr>
<th>Key Contact</th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
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</thead>
<tbody>
<tr>
<td>System/District Chief Exec Officer</td>
<td>Dr. Nancy L. Zimpher</td>
<td>Dr. Nancy L. Zimpher</td>
</tr>
<tr>
<td></td>
<td>Chancellor</td>
<td>Chancellor</td>
</tr>
<tr>
<td></td>
<td>State University Plaza</td>
<td>State University Plaza</td>
</tr>
<tr>
<td></td>
<td>Albany, NY 12246</td>
<td>Albany, NY 12246</td>
</tr>
<tr>
<td></td>
<td>Phone: 518 443 5355</td>
<td>Phone: 518 443 5355</td>
</tr>
<tr>
<td></td>
<td>Fax: 518 443 5360</td>
<td>Fax: 518 443 5360</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:Nancy.Zimpher@SUNY.edu">Nancy.Zimpher@SUNY.edu</a></td>
<td>Email: <a href="mailto:Nancy.Zimpher@SUNY.edu">Nancy.Zimpher@SUNY.edu</a></td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td>Dr. Anne M. Kress</td>
<td>Dr. Anne M. Kress</td>
</tr>
<tr>
<td></td>
<td>President</td>
<td>President</td>
</tr>
<tr>
<td></td>
<td>1000 E. Henrietta Road</td>
<td>1000 E. Henrietta Road</td>
</tr>
<tr>
<td></td>
<td>Rochester, NY 14623</td>
<td>Rochester, NY 14623</td>
</tr>
<tr>
<td></td>
<td>Phone: 585 292 2100</td>
<td>Phone: 585 292 2100</td>
</tr>
<tr>
<td></td>
<td>Fax: none</td>
<td>Fax: none</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:akress@monroecc.edu">akress@monroecc.edu</a></td>
<td>Email: <a href="mailto:akress@monroecc.edu">akress@monroecc.edu</a></td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>Dr. Kimberley Collins</td>
<td>Dr. Michael McDonough</td>
</tr>
<tr>
<td></td>
<td>VP, Academic Services</td>
<td>Provost</td>
</tr>
<tr>
<td></td>
<td>1000 E. Henrietta Road</td>
<td>1000 East Henrietta Road</td>
</tr>
<tr>
<td></td>
<td>Rochester, NY 14623</td>
<td>Rochester, NY 14623</td>
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<tr>
<td></td>
<td>Phone: none</td>
<td>Phone: 585 292 3356</td>
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<tr>
<td></td>
<td>Fax: none</td>
<td>Fax: 585 292 3837</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:kcollins@monroecc.edu">kcollins@monroecc.edu</a></td>
<td>Email: m麦克<a href="mailto:donough@monroecc.edu">donough@monroecc.edu</a></td>
</tr>
<tr>
<td>Chief Financial Officer</td>
<td>Mr. Hezekiah Simmons</td>
<td>Mr. Hezekiah Simmons</td>
</tr>
<tr>
<td></td>
<td>Assistant Vice President</td>
<td>Assistant Vice President</td>
</tr>
<tr>
<td></td>
<td>1000 E. Henrietta Road</td>
<td>1000 E. Henrietta Road</td>
</tr>
<tr>
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<td>Rochester, NY 14623</td>
<td>Rochester, NY 14623</td>
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<td>Phone: 585 292 3320</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:hsimmons@monroecc.edu">hsimmons@monroecc.edu</a></td>
<td>Email: <a href="mailto:hsimmons@monroecc.edu">hsimmons@monroecc.edu</a></td>
</tr>
<tr>
<td>Accreditation Liaison Officer</td>
<td>Ms. Valarie Avalone</td>
<td>Ms. Valarie Avalone</td>
</tr>
<tr>
<td></td>
<td>Director of Planning</td>
<td>Director of Planning</td>
</tr>
<tr>
<td></td>
<td>1000 E. Henrietta Road</td>
<td>1000 E. Henrietta Road</td>
</tr>
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<td></td>
<td>Rochester, NY 14623</td>
<td>Rochester, NY 14623</td>
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<tr>
<td></td>
<td>Phone: 585 292 3021</td>
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</tr>
<tr>
<td></td>
<td>Fax: 585 292 3060</td>
<td>Fax: 585 292 3060</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:vavalone@monroecc.edu">vavalone@monroecc.edu</a></td>
<td>Email: <a href="mailto:vavalone@monroecc.edu">vavalone@monroecc.edu</a></td>
</tr>
<tr>
<td>Coordinator of Distance Education</td>
<td>none</td>
<td>Ms. Peggy VanKirk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinator of Online Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1000 E. Henrietta Road</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rochester, NY 14623</td>
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<tr>
<td></td>
<td></td>
<td>Phone: 585 292 3441</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fax: none</td>
</tr>
<tr>
<td>Role</td>
<td>Name</td>
<td>Address</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>------------------------------</td>
</tr>
</tbody>
</table>
| Coordinator of Outcomes Assessment                                  | Mr. Michael A. Heel         | Coordinator of Academic Assessment and Program Review
1000 East Henrietta Road  
Building 8  
Rochester, NY 14623                      | 585 292 2564     | 585 292 3862      | mheel@monroecc.edu |
| Coordinator of Institutional Research Functions                      | Mr. Angel E. Andreu        | Director, Institutional Research
1000 E. Henrietta Road  
Rochester, NY 14623                      | 585 292 3031     | 585 427 2749      | aandreu@monroecc.edu |
| Chair: Self-Study Steering Committee                                | Ms. Christine A. Abbott    | Professor
Monroe Community College  
Rochester, NY 14623                      | 585 292 3012     | none              | cabbott@monroecc.edu |
| Co-Chair: Self-Study Steering Committee                             | Ms. Valarie Avalone        | Director of Planning
1000 E. Henrietta Road  
Rochester, NY 14623                      | 585 292 3021     | 585 292 3060      | vavalone@monroecc.edu |
| Person in the President's Office To Whom MSCHE Invoices Should be Sent | Mr. Raymond C. Shea        | Assistant to the President
1000 E. Henrietta Road  
Rochester, NY 14623                      | 585 292 3012     | none              | rshea@monroecc.edu |
| Person Who Should Receive a Copy of MSCHE Invoices (Optional)        | none                        | none                          | none      | none           |
| Person Completing IP Financials                                      | Mr. Michael Quinn          | Controller
1000 E. Henrietta Road  
Rochester, NY 14623                      | 585 292 2151     | none              | mquinn@monroecc.edu |
| Person Completing IP (Key User)                                      | Mr. Angel E. Andreu        | Director, Institutional Research
1000 E. Henrietta Road  
Rochester, NY 14623                      | 585 292 2151     | none              | aandreu@monroecc.edu |
Instructions

Verify or provide information in all of the requested fields.

If a person has more than one function, please add his or her name to each category. Otherwise, they correct person may not receive postal mail or e-mails that the Commission directs to specific key contacts.

Telephone/E-mail. Please note that the telephone number and e-mail address in each instance should be the individual's direct number or address, not the institution's main number or address. This information is exclusively for the internal use of Middle States staff, and it is not made available to the public.

Exception: Chief executive officers, chief academic officers, or provosts may provide either their own direct telephone number and e-mail address or those of their personal assistant authorized to receive private messages on their behalf.

Personnel Changes. If you are aware that a Key Contact will be leaving your institution after you lock down the IP, leave that person's name in his or her current role. The IP should be accurate as of the time of lock down. Subsequently, please notify Mr. Joe (tjoe@msche.org) by e-mail of the actual termination and/or any replacement, and he will make the change(s) on your behalf.

Replace/Modify. For each key contact category, you may replace one person with another or modify (update) the information about an incumbent.

To replace a person with someone already affiliated with your institution in the Middle States database, select from the list provided. If the replacement is at your institution but has had no prior activity with Middle States or is someone who came to your institution from elsewhere, please send an e-mail to Mr. Tze Joe (tjoe@msche.org), asking him to add that person to your list. When you are notified that the person has been added to the list, you may modify the information if necessary.

If someone on the list is deceased or has left your institution, please also notify Mr. Joe.

International Addresses. For addresses outside the United States, the screen provides three address lines. Starting with Address Line 1, enter the complete mailing address in the postal format commonly used in that country.

SYSTEM/DISTRICT CHIEF EXECUTIVE OFFICER
If Middle States has designated your institution as part of a system or district, please complete this section.

ACCREDITATION LIAISON OFFICER
Enter the name, title, and phone number of the individual currently appointed by the chief executive officer of your institution to work with the Commission on matters of accreditation. (This person may be the same as or different from the Key Holder, or may hold any other job title at the institution, at the discretion of the CEO.)

COORDINATOR OF OUTCOMES ASSESSMENT FUNCTIONS
Enter the name of the administrator or faculty member who is responsible for coordinating your institution’s outcomes assessment activities, regardless of that person’s actual job title.

COORDINATOR OF INSTITUTIONAL RESEARCH FUNCTIONS
Enter the name of the person responsible for your institution’s institutional research functions, regardless of that person's actual job title.

COORDINATOR OF DISTANCE EDUCATION
Enter the name of the person responsible for coordinating the institution's distance education courses. (Required for institutions that offer distance education courses)

CHAIR/CO-CHAIRS OF SELF-STUDY STEERING
Complete this item ONLY if your institution is scheduled for a team visit in 2009-10 or 2010-11 or 2011-12. (See the dates pre-formatted in General Information.) Provide the name and title of the Chair (or co-Chairs) of your
institution’s Self-Study Steering Committee. If your institution has more than two co-Chairs, select only two for the IP as contacts for MSCHE staff. Please update these Chairs if those who appear in the database were from a previous self-study or PRR and new Chairs have been appointed.

**PERSON IN THE PRESIDENT'S OFFICE TO WHOM INVOICES SHOULD BE SENT**
Enter the person who is responsible for coordinating the approval and payment of invoices from MSCHE for dues and fees. MSCHE will send its invoices by e-mail to this individual.

**PERSON WHO SHOULD RECEIVE A COPY OF THE INVOICE (optional)**
Enter the person who should simultaneously receive a copy of the invoice sent to the president's office.

**PERSON COMPLETING IP FINANCIALS**
Enter the person who is responsible for providing the financial data and who can answer questions about the meaning of the data.

**PERSON COMPLETING THE IP**
Enter the Key User who is responsible for the content of the IP (not necessarily the data entry person).
C. Graduation Data

Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2009, and June 30, 2010. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

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<thead>
<tr>
<th>Awards</th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Certificate (less than 1 year)</td>
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<tr>
<td>Postsecondary Certificate (&gt;= 1 year, &lt; 2 years)</td>
<td>0</td>
<td>310</td>
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<tr>
<td>Associate’s</td>
<td>2482</td>
<td>2632</td>
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<tr>
<td>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</td>
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<td>0</td>
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<tr>
<td>Bachelor’s</td>
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<td>0</td>
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<tr>
<td>Postbaccalaureate Certificate</td>
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<td>Master’s</td>
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<tr>
<td>Post-Master’s Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor’s - Professional Practice</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor’s - Research/Scholarship</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor’s - Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Does your institution have undergraduate programs?</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Does your institution serve only transfer students? See instructions if the answer is yes.</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

Completers

Provide the total number of students in the relevant cohort who received their awards no later than 2009-10 (which would be within 150 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

<table>
<thead>
<tr>
<th>2-year Institutions only</th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
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</thead>
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<tr>
<td>Total Number of students in the cohort</td>
<td>3449</td>
<td>3744</td>
</tr>
<tr>
<td>Number completed within 150% of time to degree</td>
<td>835</td>
<td>849</td>
</tr>
<tr>
<td>Number completed within 200% of time to degree</td>
<td>0</td>
<td>1026</td>
</tr>
<tr>
<td>Total transfers out</td>
<td>711</td>
<td>777</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td><strong>4-year Institutions w/ Baccalaureate Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of students in the cohort</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number completed within 150% of time to degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number completed within 200% of time to degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total transfers out</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Notes**
Instructions

AWARDS GRANTED
Report all degrees or other formal awards conferred by your institution between July 1, 2009, and June 30, 2010 (or other official year, if your institution uses an enhanced semester calendar). If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Include earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

Exclude honorary degrees and awards.

Institutions that indicate "Yes" their undergraduate programs serve only transfer students will not be provided with a Completers section.

COMPLETERS
Provide the total number of students in the relevant cohort who received their awards no later than 2009-10 (which would be within 150 percent and 200 percent of the time expected for them to receive the degree/certificate for which they matriculated). Also provide the total number of students who transferred out of your institution before completing their programs.

Note: Institutions that offer transfer programs and have no baccalaureate-level first-year students should check the appropriate box in the screening questions that appear at the beginning of the IP. Institutions that started first-year baccalaureate programs in 2005-06 or later should answer "no." These institutions then do not need to report in the Completers section in order to lock down and submit the IP.

Cohorts:

For 2-year institutions, to compute 150% of time to degree, select full-time, first-time degree/certificate-seeking students who entered in Fall 2007 (i.e., first enrolled in academic year 2007-08, who remained enrolled in or who graduated at the end of 2008-09, and those who may have continued through 2009-10). The cohort year for 200% begins in Fall 2006, showing their status through August 31, 2010 (Rev. 2/15/11).

If your institution is an Associate's college and began offering such programs in or prior to 2007-08, include in the cohort the students for these programs who enrolled in Fall 2007 and received full credit through 2009-10.

If the mission of particular programs is to prepare students for transfer to other institutions, count as completers those students who have successfully completed a transfer-preparatory program that is acceptable for full credit toward a bachelor's degree and qualifies a student for admission into the third year of a bachelor's degree program. (Note: "Full credit" means the number of credits the institution awards for completing a program, not just some of those credits, and therefore the student is eligible to graduate under the institution's regulations.)

For Associates institutions with Baccalaureate programs (i.e., primarily Associate's with some 4-year programs), report as if for a 2-year institution. Exclude students who initially enrolled in and continue exclusively in Baccalaureate programs.

For Specialized institutions where the majority of the students are either 2-year students who continue in baccalaureate programs or students who are exclusively in baccalaureate programs, report as if for a 4-year institution, and exclude students who complete in two years. If all of the students complete their programs in two years, report as a 2-year institution.

For 4-year institutions, the cohort year to compute 150% includes full-time, first-time degree/certificate-seeking students who entered in Fall 2004 (i.e., enrolled in academic years 2004-05, 2005-06, 2006-07, and 2007-08, who graduated in 2008 or at any time through 2008-09 or 2009-10). The cohort year for 200% begins in Fall 2002, showing their status through August 31, 2010 (Rev. 2/15/11).

Do not include students who entered in Associate's programs or students who transferred into your institution. Institutions that have only transfer programs should check the applicable box in the screening questions at the beginning of the IP.
Four-year institutions that offer 5-year or longer programs should include in the 2004 cohort the students for these programs who received full credit through 2009-10 (i.e., Include all the students who entered the 5-year program in Fall 2004 and reflect their status as of the end of the 2009-10 academic year).

Institutions with a continuous-term calendar for the majority of their programs should use the full-year cohort.

(All Institutions) Include: Students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus centers and those enrolled in distance learning/home study programs; full-time students taking remedial courses if the student is considered degree-seeking; full-time students who subsequently become part-time, transfer to another institution, drop out, stop out, or have not fulfilled the requirements for a degree or certificate. (Note: A student who is designated as part of a cohort remains in that cohort even if he or she becomes a part-time student.)

(All Institutions) Exclude: Students who are enrolled exclusively in non-credit courses or are not seeking a degree/certificate, exclusively auditing classes, studying abroad at a foreign university if their enrollment at the reporting institution is only an administrative record and the fee is only nominal, or studying in a branch campus located in a foreign country.

Other exclusions are the same as for IPEDS:
* Students who died or became permanently disabled
* Students who left school to serve in the armed forces (or have been called up to active duty)
* Students who left school to serve with a foreign aid service of the Federal Government
* Students who left school to serve on an official church mission

Transfers Out. If you collect transfer information, report the number of students whom you know to have transferred to another institution, without a degree/award from your institution, within 150% of normal time to completion. If you do not know that they have actually transferred, report them as drop outs and explain in the notes that they are drop outs. Track all of your cohort for 3 years (2-year institutions) or for 6 years (4-year institutions), as applicable.

DEFINITIONS OF TYPES OF AWARDS

(Adapted from the IPEDS Glossary)

Associate's: An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

Bachelor's: An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

Master's: An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

Doctor's - research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

Doctor's - professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution.
**Doctor's - other:** A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

**Diploma/Certificate:** A diploma refers to a formal document certifying the successful completion of a prescribed program of studies. A certificate is a formal award certifying the satisfactory completion of a postsecondary education program. Do not provide information here about recreational, avocational (leisure), adult basic, remedial, high school equivalency, or other similar certificates that your institution also offers.
D. Enrollment (Unduplicated)

Total Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Graduate</td>
</tr>
<tr>
<td>Total credit hours of all part-time students</td>
<td>42318</td>
<td>0</td>
</tr>
<tr>
<td>Minimum credit load to be considered a full time student</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Full-Time Head Count</td>
<td>12160</td>
<td>0</td>
</tr>
<tr>
<td>Part-Time Head Count</td>
<td>6817</td>
<td>0</td>
</tr>
</tbody>
</table>

Credit Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)</td>
<td>17366</td>
<td>17573</td>
</tr>
<tr>
<td>Number of Students not matriculated, enrolled in credit-bearing courses</td>
<td>1611</td>
<td>1422</td>
</tr>
</tbody>
</table>

Non-Credit Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students enrolled in non-credit, graduate level courses</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses</td>
<td>4102</td>
<td>1138</td>
</tr>
<tr>
<td>Number of Students in non-credit avocational continuing education courses</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Notes
Instructions

TOTAL ENROLLMENT

Total credit hours of all part-time students. Compute the total as of Fall 2010, using the institution’s official fall reporting date (or as of October 15, 2010, whichever is sooner). Report separately for both undergraduate and graduate students. If your off-campus sites have different census reporting dates from the main campus cutoff date, please report the total number of credit hours, regardless of the census date. [If your institution does not compute this information until the end of the semester, put zero in this field, explain in the Notes, and submit this information when it is available by e-mail to tjoe@msche.org.]

Minimum credit load for a student to be considered full-time (per semester or equivalent unit). The general rule is that a full-time student is one who is enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. A full-time graduate student is enrolled for 9 or more semester credits, 9 or more quarter credits, or who is involved in thesis or dissertation preparation that the institution considers full-time.

If your definition of a full-time load varies by program or course of study, use the load representing the majority of your students. Explain the difference briefly in the Notes; if Commission staff or evaluators need further details, you can provide a full explanation at that time.

Full-time Headcount. Provide an unduplicated headcount of all full-time and part-time students, reporting undergraduate and graduate levels separately. The Commission will print the Total FT and PT headcount in its directory and will rely on it when selecting visiting teams of evaluators and for other purposes.

Institutions operating under a calendar that differs by program or enrolling on a continuous basis should include students who were enrolled in your institution at any time between August 1 and October 31 of 2010.

Significant Enrollment Growth: The U.S. Department of Education requires MSCHE to monitor the growth of programs at any institution where total enrollment increases by 50 percent or more in any year (Rev. 4/13/11).

Include:

- Students enrolled in courses for credit at the main campus, at all branch campuses (except those that are separately accredited), and at all off-campus sites as defined in these Instructions (i.e., domestic or overseas branch campuses, additional locations, other instructional sites, and students in the institution’s study-abroad program who are enrolled for credit at the reporting institution)

- Students enrolled in courses for credit who are not recognized by the institution as seeking a degree (i.e., students receiving certificates or diplomas for academic, occupational, or post-baccalaureate continuing professional studies.)

Note: IPEDS defines an "Occupational program" as "A program of study consisting of one or more courses, designed to provide the student with sufficient knowledge and skills to perform in a specific occupation." It is usually below the baccalaureate level. Examples include bookkeeping, office management, massage therapy, etc.

Exclude:

- Students exclusively auditing classes
- Students who receive the reporting institution’s distance education programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., recreational, avocational [leisure], high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.
Summer Programs. Students attending the Summer 2010 session to complete requirements for graduation in 2009-10 are considered to be part of that prior year. However, students starting early, who take Summer 2010 courses and continue into Fall 2010, are to be counted in the 2010-11 cohort. Alternatively, use your institution’s normal procedures for computing an academic year (e.g., Summer 2, Fall, Spring, and Summer 1), if applicable.

CREDIT ENROLLMENT (Unduplicated)

MATRICULATED STUDENTS
Report the unduplicated headcount of all students as of Fall 2010 who are recognized by the institution as being enrolled in and working toward a specific degree or certificate (i.e., matriculated). Report also an unduplicated number of students who are not matriculated but who are enrolled in courses for which credit is awarded.

Exclude: (Rev. 2/15/11)

- Students exclusively auditing classes
- Students who receive the reporting institution’s distance education programs but who receive credit from another institution through consortia or other agreements
- Students exclusively enrolled in courses that cannot be credited toward a degree or other formal award (i.e., recreational, avocational [leisure], high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.
- Students who are matriculated but who are on leave and not actively pursuing a degree/diploma (i.e., not utilizing the institution’s faculty, staff, or facilities).

NON-CREDIT ENROLLMENT

The purpose of reviewing non-credit enrollment is to consider the likely impact of this enrollment on the institution’s faculty, facilities, revenue, and other overall operations and integrity.

Report the number of students enrolled in non-credit courses (i.e., courses that cannot be counted toward a degree). The reporting period is the entire previous academic year (2009-10), (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution’s normal procedures for computing an academic year.) (Rev. 2/23/11).

Count students without regard to whether they also enrolled in for-credit courses, and count them once if they enroll in more than one non-credit course. If a non-credit student takes a vocational course and an avocational course, count that student once under vocational.

Note: The column marked “IP Data (2010-11)” refers to the year in which your institution is submitting the IP. This is the column where you should enter “the entire previous academic year” (i.e., 2009-10) referred to above.

Report headcounts separately for: (1) graduate level courses; (2) undergraduate level and other continuing education courses for which certificates of completion may or may not be provided (including ESL, remedial, or career-related skills and knowledge for vocations); and (3) avocational (self-improvement/leisure) courses.

If your institution has no system for separating enrollment in continuing education versus avocational courses, report all such enrollment as continuing education, and explain in the Notes section.

Include any pre-college students, because they also have an impact on the institution's physical, fiscal, and human resources.

Exclude:

- Students exclusively auditing classes
- Students enrolled and seeking a formal award who also choose to take a course without credit, who complete all assignments, and who do so for personal enrichment
• Students who receive the reporting institution’s distance learning programs but who receive credit from another institution through consortia or other agreements
• Students who are completing requirements for a class taken in a prior semester, who pay a basic registration fee for tracking purposes but who are not independently taking a scheduled non-credit course
• Matriculated students who are required to take a particular non-credit course in order to graduate but who are not independently taking that scheduled non-credit course.
E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

Part 1. Distance Education

<table>
<thead>
<tr>
<th>Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer distance education courses?</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
</table>

Provide: (a) the unduplicated headcount of all students in the most recent prior year (Summer, Fall, Spring 2009-10) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Explain in the Notes if prior year’s total is expected to be 50% greater in 2010-11.

| Headcount | 5837 | 6683 |
| Total Registrations | 11667 | 13844 |

Programs

Programs. Report the number of degree or certificate programs offered during the previous year (Summer, Fall, Spring 2009-10) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

| Programs | 12 | 12 |

Part 2. Correspondence Education

| Did your institution, in the most recent prior year (Summer, Fall, Spring 2009-10), offer Correspondence education courses? | No | No |

Notes
Instructions

Part 1. Distance Education

**Distance education** means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) The Internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

"Hybrid" or "mixed delivery" courses. The **predominant mode of delivery** is the deciding factor whether a hybrid/blended program or course is considered to be distance or correspondence education versus on-site/residential education.

Indicate whether your institution, in the most recent **prior year** (2009-10), offered courses for credit using distance education. If a course was offered but no students enrolled, select "No."

Courses
If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (2009-10) who took distance education courses for credit by your institution (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution's normal procedures for computing an academic year.)
(Rev. 2/23/11) and

(b) the **total number of registrations** in the most recent prior year (2009-10) who took distance education courses for credit by your institution. ("Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.)

Explain in the Notes if the prior year's total is expected to be greater in 2010-11.

Exclude: Students who drop out before and after the end of the drop/add period.

Programs
Report the number of degree or certificate programs offered during the **prior year (2009-10)** for which students could meet 50% or more of their requirements for any of the programs by taking distance education or correspondence courses.

Definition: Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

Summer Programs. Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year. Students starting early, who take summer courses and continue in the Fall are to be counted in the current cohort being reported.

Part 2. Correspondence Education

**Correspondence education** means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not distance education.
Indicate whether your institution, in the most recent prior year (2009-10), offered courses for credit using correspondence courses. If a course was offered but no students enrolled, select "No."

**Courses**
If you selected 'yes' in the previous question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (2009-10) who took correspondence courses for credit by your institution (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution's normal procedures for computing an academic year.) (Rev. 2/23/11) and

(b) the **total number of registrations** in the most recent prior year (2009-10) who took correspondence courses for credit by your institution. ("Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.)

Explain in the Notes if the prior year's total is expected to be greater in 2010-11.

**Exclude**: Students who drop out before and after the end of the drop/add period.

**Programs**
Report the number of degree or certificate programs offered during the prior year (2009-10) for which students could meet 50% or more of their requirements for any of the programs by taking distance education or correspondence courses.

**Definition**: Program means a postsecondary educational program offered by an institution of higher education that leads to an academic or professional degree, certificate, or other recognized educational credential.

**Summer Programs.** Students attending summer sessions to complete requirements for graduation are considered to be part of the previous year. Students starting early, who take summer courses and continue in the Fall are to be counted in the current cohort being reported.
F. Regional, National, and Specialized Accreditation

Please list the name of the regional, national, and specialized accrediting organizations that accredit your institution or its programs. It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

<table>
<thead>
<tr>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accreditors Recognized by U.S. Secretary of Education</strong></td>
<td><strong>Accreditors Recognized by U.S. Secretary of Education</strong></td>
</tr>
<tr>
<td>▪ American Bar Association, Council of the Section of Legal Education and Admissions to the Bar</td>
<td>▪ American Bar Association, Council of the Section of Legal Education and Admissions to the Bar</td>
</tr>
<tr>
<td>▪ American Dental Association, Commission on Dental Accreditation</td>
<td>▪ American Dental Association, Commission on Dental Accreditation</td>
</tr>
<tr>
<td>▪ Joint Review Committee on Education in Radiologic Technology</td>
<td>▪ Joint Review Committee on Education in Radiologic Technology</td>
</tr>
<tr>
<td>▪ National League for Nursing Accrediting Commission</td>
<td>▪ National League for Nursing Accrediting Commission</td>
</tr>
</tbody>
</table>

**Other Accreditors**

Please list any other accrediting organizations that accredit your institution or its programs. Please separate each accreditor by semi-colon (;).
Instructions

The regional, national, and/or specialized accrediting organizations your institution reported last year are shown in the left column.

In the column on the right, check the box next to the name of the accreditors that currently accredit your institution or its programs. The applicable boxes must be checked each year. The items you selected last year will not carry over automatically to the Current IP Data column.

Note: This list contains those accrediting agencies that are recognized by the U.S. Secretary of Education. To view the complete federal list, go to: http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html#NationallyRecognized

If other accrediting organizations are applicable for your institution, please insert them in the Notes section.

If your institution offers programs in collaboration with another institution, and the other institution is accredited for that program but you are not, do not list the other institution's accreditor.
### G. Instructional Personnel  (as of Fall 2010)

<table>
<thead>
<tr>
<th></th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Headcount</td>
<td>Part-Time Headcount</td>
</tr>
<tr>
<td>Total Faculty</td>
<td>336</td>
<td>630</td>
</tr>
</tbody>
</table>

**Notes**
**Instructions**

Report an unduplicated headcount of full-time and part-time instructional personnel.

**Definitions:**

**Full-time vs. Part-time.** Full-time personnel are either available for full-time assignment during the period being reviewed or are designated as "full time" in an official contract or appointment. Normally, employees who work approximately 40 hours per week for a full academic year are considered full-time. Individuals on sabbatical should be counted as full-time if their status was full-time prior to their leave. Faculty who teach only one semester or term are part-time, because the basis of measurement is a full academic year.

**Adjunct professors.** Count adjunct professors and visiting professors as part-time, unless you have a specific category for full-time adjunct or visiting professors. Adjunct faculty are defined by IPEDS as non-tenure-track positions where one has a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. An adjunct who serves only one semester should be counted as a whole (not one-half) part-time assignment.

**Medical School Faculty.** Include those faculty members who may be exclusively involved in clinical and pre-clinical instruction at the primary reporting location and at satellite or other locations where students rotate. Indicate in the Notes section the number of faculty with this role. Again, the purpose is to consider the likely instructional impact on the enrolled students.

**Instructors.** Include those personnel who may have the title of instructor but who are not student assistants, adjunct professors, and lecturers.

**Compensated vs. Uncompensated.** For the purpose of this survey, it is of no consequence whether instructional personnel are financially compensated or not. The purpose is to consider the likely instructional impact on the enrolled students.

**Exclude:**

- Professional staff, such as librarians, administrators, researchers, and others if they do not have faculty status at your institution, or if they have faculty status but do not teach as their primary activity *(Note: Instructional librarians with faculty status who teach credit-bearing courses would be included.)*
- Faculty who teach only non-credit courses
- Students (typically graduate students) having such titles as teaching assistant, teaching fellow, or research assistant.
H. Related Educational Activities

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2011-12 or 2012-13.

Note:
Your institution's next Self-Study Visit is scheduled for 2015-16.
**Instructions**

This section is required ONLY if your self-study visit is scheduled for 2011-12 or 2012-13.

*Note:*
Your next Self-Study Visit is scheduled for (THE ON-LINE PROGRAM WILL INSERT THE DATE FOR YOUR INSTITUTION.)

For each country, enter the total number of sites at which your institution offers study abroad programs, and enter the total number of students (undergraduate + graduate) who who enrolled for Summer 2010, Fall 2010, and Spring 2011.

Include only those students who are enrolled in study abroad programs **for which academic credit will be awarded by your institution**.

Do not count students from other institutions enrolled at your site if your institution does not award the credit, regardless of whether or not your institution provides the faculty and other services. These types of situations are more appropriately discussed in your institution's next self-study report.

If a country has no students enrolled, or if none are expected to enroll in the program(s) during 2010-11, delete it, even though there were students in a prior year and the institution still has contractual obligations with an affiliated provider or maintains its own physical plant in that location. Do not report sites that are permanently closed.

**Definitions:**
The programs may be sponsored or co-sponsored by your institution. Report only sites where your institution has "ownership" over the curriculum (i.e., determines what will or will not be taught) and where your institution specifically approves which faculty members will or will not teach.

Contracts for programs where the reporting institution has an arm’s length contractual relationship with the study abroad site operators (i.e., without veto power over curriculum components and individual faculty) will be treated as if they are equivalent to articulation agreements for the purposes of the IP. They should be reported as such, when appropriate, in your institution’s self-study report.

**Exclude:**

- individualized or group programs for students who may visit one or more sites in a given season (i.e., not resident at the site for an entire semester or equivalent period)
- exchange programs

*Note:* A Study Abroad site, for purposes of this report, is for U.S. students traveling to that country, as specified in the Instructions for Study Abroad. An Other Instructional Site located abroad is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country.
**H-2. Branch Campuses** (as of Fall 2010)

<table>
<thead>
<tr>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Branch Campuses.</td>
<td>No Branch Campuses.</td>
</tr>
</tbody>
</table>
Instructions

Please verify pre-printed information as of 2010-11.

Note: Provide a complete address for each branch, including street address. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

Programs. Verify the number of degree programs or specialties that may be completed entirely at this branch. Include all certificate/diploma programs but exclude avocational/leisure courses. (IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.") In addition, more than one program can result in the award of a degree, and this question does not refer to the number of degrees the institution actually awarded at each branch.

For each Branch Campus, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degrees:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Headcount. Provide the full-time and part-time headcount at each branch and for a full academic year (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution's normal procedures for computing an academic year.) (Rev. 2/15/11)

Report graduate and undergraduate students separately. The headcounts at various branches may be duplicated if students attend multiple locations. The objective here is to identify the totals served at each branch. If duplicated, indicate that in the Notes section.

Inactive Branches. If an institution has no students at a branch during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the branch, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a branch that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

Add or Close a Branch Branches may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant policy statement with instructions for submitting a Substantive Change request and the separate Frequently Asked Questions.

For the 2010-11 IP, by indicating that a branch is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and it will continue to appear as such until you have successfully completed the Substantive Change process.

Definitions:
The Commission defines a branch campus as a facility that is geographically apart from and independent of the main campus of the institution. The facility is independent if it:

- offers courses in educational programs leading to a degree, certificate, or other recognized educational credential
• has its own faculty and administrative or supervisory organization; AND
• has its own budgetary and hiring authority

The Commission’s definition of a branch campus may or may not be the definition the institution uses for state reporting purposes.

Branch campuses are not considered to be temporary, but they may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The branch may be organized and managed by the institution itself or by contractual agreement with a third party.

Note:
A facility listed as a "branch campus" may not also be listed as an “additional location” or an “other instructional site.”
## H-3. Additional Locations (as of Fall 2010)

<table>
<thead>
<tr>
<th>Name</th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Technologies Center</td>
<td>2485 W. Henrietta Rd Rochester, NY 14623</td>
<td>2485 W. Henrietta Rd Rochester, NY 14623</td>
</tr>
<tr>
<td>Status</td>
<td>Active</td>
<td>Active</td>
</tr>
</tbody>
</table>

### Number of degree programs for which 50% of the program may be completed at this location

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Data on File</th>
<th>IP Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Certificate (&lt; 1 year)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Postsecondary Certificate (&gt;=1 year, &lt; 2 years)</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Associate's</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Postbaccalaureate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Master's</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Post-Master's</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's - Professional Practice</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's: Research/Scholarship</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's: Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Full-time Headcount at this location

<table>
<thead>
<tr>
<th>Level</th>
<th>Data on File</th>
<th>IP Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>112</td>
<td>128</td>
</tr>
</tbody>
</table>

### Part-time Headcount at this location

<table>
<thead>
<tr>
<th>Level</th>
<th>Data on File</th>
<th>IP Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
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</tr>
<tr>
<td>Undergraduate</td>
<td>394</td>
<td>413</td>
</tr>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damon City Campus</td>
<td>228 East Main St Rochester, NY 14604</td>
<td>228 East Main St Rochester, NY 14604</td>
</tr>
<tr>
<td>Status</td>
<td>Active</td>
<td>Active</td>
</tr>
</tbody>
</table>

### Number of degree programs for which 50% of the program may be completed at this location

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Data on File</th>
<th>IP Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Certificate (&lt; 1 year)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Postsecondary Certificate (&gt;=1 year, &lt; 2 years)</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Associate's</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Postbaccalaureate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Master's</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Post-Master's</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's - Professional Practice</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Doctor's: Research/Scholarship</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's: Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Full-time Headcount at this location**

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1254</td>
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**Part-time Headcount at this location**

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Undergraduate</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

**Name**

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Safety Training Center</td>
</tr>
</tbody>
</table>

**Street Address, City, State, Postal**

<table>
<thead>
<tr>
<th>Street Address, City, State, Postal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1190 Scottsville Rd Rochester, NY 14624</td>
</tr>
</tbody>
</table>

**Status**

<table>
<thead>
<tr>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
</tr>
</tbody>
</table>

**Number of degree programs for which 50% of the program may be completed at this location**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>1190 Scottsville Rd Rochester, NY 14624</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary Certificate (&lt; 1 year)</td>
<td>0</td>
</tr>
<tr>
<td>Postsecondary Certificate (&gt;=1 year, &lt; 2 years)</td>
<td>0</td>
</tr>
<tr>
<td>Associate's</td>
<td>3</td>
</tr>
<tr>
<td>Postsecondary Certificate (&gt;= 2 years, &lt; 4 years)</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>0</td>
</tr>
<tr>
<td>Postbaccalaureate</td>
<td>0</td>
</tr>
<tr>
<td>Master's</td>
<td>0</td>
</tr>
<tr>
<td>Post-Master's</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's - Professional Practice</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's: Research/Scholarship</td>
<td>0</td>
</tr>
<tr>
<td>Doctor's: Other</td>
<td>0</td>
</tr>
</tbody>
</table>

**Full-time Headcount at this location**

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>58</td>
</tr>
</tbody>
</table>

**Part-time Headcount at this location**

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2135</td>
</tr>
<tr>
<td></td>
<td>1685</td>
</tr>
</tbody>
</table>
Instructions

Please verify pre-printed information as of 2010-11.

Note: Provide a complete address for each Additional Location, including street address. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to IPEDS.

Programs. Verify the number of degree programs or specialties for which at least 50 percent of the program may be completed at each additional location. Include all certificate/diploma programs but exclude avocational/leisure courses. (IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution.") In addition, more than one program can result in the award of a degree, and this question does not refer to the number of degrees that students actually earned through each Additional Location.

For each Additional Location, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degrees:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Headcounts. Provide the full-time and part-time headcount at each additional location for an entire academic year (e.g., Summer, Fall, and Spring; or Summer 2, Fall, Spring, and Summer 1. Alternatively, use your institution's normal procedures for computing an academic year.) (Rev. 2/15/11)

Report graduate and undergraduate students separately. Include only students who are full-time or part-time in degree programs at the location being reported, not whether they are full-time or part-time at the institution as a whole (if there is in fact any difference).

If students attend multiple locations, the headcounts at various additional locations may be duplicated (i.e., across locations but not within a location). The objective here is to identify the totals served at each location. If duplicated across locations, indicate that in the Notes section.

Inactive Additional Locations. If an institution has no students at an additional location during the reporting period for this Institutional Profile, but the institution maintains contractual obligations to maintain the location, mark the Status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of deleting a location that has been approved within the scope of your accreditation and then reinstating it on this report in a subsequent year when there are students.

Add or Close an Additional Location Additional Locations may not be added or closed except through the Substantive Change process six months in advance of the addition or closing. See the relevant policy statement with instructions for submitting a Substantive Change request and the separate Frequently Asked Questions.

For the 2010-1 IP, by indicating that an Additional Location is permanently closed under "Modify," the Middle States database will NOT reflect that it is actually closed, and the location will continue to appear as such until you have successfully completed the Substantive Change process.
Partial-year Reporting. If an approved location opens or begins enrolling students in the middle of an academic year, treat the location as Active and report the partial-year enrollment. In the Notes section, give the date activity began.

Definitions:
The Commission defines an Additional Location as a facility, other than a Branch Campus or an Other Instructional Site that:

- is geographically apart from the main campus; AND
- at which students may complete at least 50 percent of an educational program (i.e., of at least one program).

If a location does not meet the 50 percent rule, it should be treated as an "Other Instructional Site." However, if it is currently approved as an "Additional Location," Substantive Change rules apply in order to deactivate it.

Additional Locations are not considered to be temporary but may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The location may be organized and managed by the institution itself or by contractual agreement with a third party. Programs may be accredited by another recognized accreditor. The criterion for reporting is whether the degree or certificate is awarded in the name of your institution.

Note:
A facility listed as an "additional location" may not also be listed as a "branch campus" or an "other instructional site."
### H-4. Other Instructional Sites (as of Fall 2010)

<table>
<thead>
<tr>
<th>Name of the site or facility at which courses are being offered</th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECIHS Early College International High School</td>
<td>Rochester, NY</td>
<td>89</td>
</tr>
<tr>
<td>ABC Headstart</td>
<td>Rochester, NY</td>
<td>13 0</td>
</tr>
<tr>
<td>Aquinas High School</td>
<td>Rochester, NY</td>
<td>288 192</td>
</tr>
<tr>
<td>Barnard Fire Department</td>
<td>Rochester, NY</td>
<td>0 0</td>
</tr>
<tr>
<td>Bishop Kearney High School</td>
<td>Rochester, NY</td>
<td>19 14</td>
</tr>
<tr>
<td>Boces (Fingerlakes)</td>
<td>Newark, NY</td>
<td>0 0</td>
</tr>
<tr>
<td>Boces (Orleans)</td>
<td>Medina, NY</td>
<td>3 2</td>
</tr>
<tr>
<td>Boces - Batavia</td>
<td>Batavia, NY</td>
<td>8 0</td>
</tr>
<tr>
<td>Boces I Training Center</td>
<td>Fairport, NY</td>
<td>153 119</td>
</tr>
<tr>
<td>Name of the site or facility at which courses are being offered</td>
<td>City/State/Country</td>
<td>Headcount (For Credit)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Boces II Training Center</td>
<td>Spencerport, NY</td>
<td>84</td>
</tr>
<tr>
<td>Boces II Training Center</td>
<td>Spencerport, NY</td>
<td>74</td>
</tr>
<tr>
<td>Brighton Fire Department</td>
<td>Rochester, NY</td>
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<tr>
<td>Brighton Fire Department</td>
<td>Rochester, NY</td>
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<tr>
<td>Brighton High School</td>
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<tr>
<td>Brighton High School</td>
<td>Rochester, NY</td>
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</tr>
<tr>
<td>Bristol Mountain</td>
<td>Canandaigua, NY</td>
<td>79</td>
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<tr>
<td>Bristol Mountain</td>
<td>Canandaigua, NY</td>
<td>71</td>
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<tr>
<td>Brockport Fire Department</td>
<td>Brockport, NY</td>
<td>27</td>
</tr>
<tr>
<td>Brockport High School</td>
<td>Brockport, NY</td>
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</tr>
<tr>
<td>Brockport High School</td>
<td>Brockport, NY</td>
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</tr>
<tr>
<td>Brockport Police Department</td>
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<td>Brockport Police Department</td>
<td>Brockport, NY</td>
<td>0</td>
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<tr>
<td>Chili Fire Department</td>
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<td>Churchville-Chili High School</td>
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<td>Cuba Dental</td>
<td>Cuba, NY</td>
<td>0</td>
</tr>
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<td>Dunkirk Dental</td>
<td>Dunkirk, NY</td>
<td>0</td>
</tr>
<tr>
<td>Dunkirk Dental</td>
<td>Dunkirk, NY</td>
<td>0</td>
</tr>
<tr>
<td>Name of the site or facility at which courses are being offered</td>
<td>City/State/Country</td>
<td>Headcount (For Credit)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>East High School - RCSD</td>
<td>Rochester, NY</td>
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</tr>
<tr>
<td>East High School - RCSD</td>
<td>Rochester, NY</td>
<td>0</td>
</tr>
<tr>
<td>East Rochester Ambulance</td>
<td>East Rochester, NY</td>
<td>18</td>
</tr>
<tr>
<td>East Rochester High School</td>
<td>East Rochester, NY</td>
<td>38</td>
</tr>
<tr>
<td>East Rochester High School</td>
<td>East Rochester, NY</td>
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<td>East Rochester Police Department</td>
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</tr>
<tr>
<td>East Rochester Police Department</td>
<td>East Rochester, NY</td>
<td>0</td>
</tr>
<tr>
<td>East Ridge High School</td>
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<td>Edison High School - RCSD</td>
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</tr>
<tr>
<td>Fairport High School</td>
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<td>Fairport Minerva Deland</td>
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<td>0</td>
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<td>Franklin High School</td>
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<td>Franklin High School</td>
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<td>8</td>
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<tr>
<td>Gates Chili High School</td>
<td>Gates Chili High School</td>
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<tr>
<td>Gates Chili High School</td>
<td>Gates Chili High School</td>
<td>0</td>
</tr>
<tr>
<td>Name of the site or facility at which courses are being offered</td>
<td>City/State/Country</td>
<td>Headcount (For Credit)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------</td>
<td>------------------------</td>
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<tr>
<td>Rochester Police Department</td>
<td>Rochester, NY</td>
<td>256</td>
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<td>Gates Police Department</td>
<td>Rochester, NY</td>
<td>361</td>
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<tr>
<td>Gates Volunteer Ambulance</td>
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<tr>
<td>Gates Volunteer Ambulance</td>
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</tr>
<tr>
<td>Gates-Chili Fire Department</td>
<td>Rochester, NY</td>
<td>0</td>
</tr>
<tr>
<td>Gates-Chili Fire Department</td>
<td>Rochester, NY</td>
<td>0</td>
</tr>
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| Name of the site or facility at which courses are being offered | Rochester Fire Department | Rochester Fire Department |
| City/State/Country | Rochester, NY | Rochester, NY |
| Headcount (For Credit) | 94 | 0 |

| Name of the site or facility at which courses are being offered | Rush-Henrietta High School | Rush-Henrietta High School |
| City/State/Country | Henrietta, NY | Henrietta, NY |
| Headcount (For Credit) | 182 | 118 |

| Name of the site or facility at which courses are being offered | Scottsville Fire Department | Scottsville Fire Department |
| City/State/Country | Scottsville, NY | Scottsville, NY |
| Headcount (For Credit) | 11 | 0 |

| Name of the site or facility at which courses are being offered | Seneca Falls Police Department | Seneca Falls Police Department |
| City/State/Country | Seneca Falls, NY | Seneca Falls, NY |
| Headcount (For Credit) | 0 | 0 |

| Name of the site or facility at which courses are being offered | Spencerport Ambulance | Spencerport Ambulance |
| City/State/Country | Spencerport, NY | Spencerport, NY |
| Headcount (For Credit) | 0 | 0 |

| Name of the site or facility at which courses are being offered | Spencerport High School | Spencerport High School |
| City/State/Country | Spencerport, NY | Spencerport, NY |
| Headcount (For Credit) | 317 | 229 |

| Name of the site or facility at which courses are being offered | St Paul Fire Department | St Paul Fire Department |
| City/State/Country | Rochester, NY | Rochester, NY |
| Headcount (For Credit) | 0 | 0 |

| Name of the site or facility at which courses are being offered | SUNY Brockport | SUNY Brockport |
| City/State/Country | Brockport, NY | Brockport, NY |
| Headcount (For Credit) | 0 | 0 |

| Name of the site or facility at which courses are being offered | Thomas Jefferson High School | Thomas Jefferson High School |
| City/State/Country | Rochester, NY | Rochester, NY |
| Headcount (For Credit) | 0 | 5 |

| Name of the site or facility at which courses are being offered | Toddler's Workshop | Toddler's Workshop |
| City/State/Country | Webster, NY | Webster, NY |
| Headcount (For Credit) | 0 | 0 |
| Name of the site or facility at which courses are being offered | Walker Fire Department | Walker Fire Department |
| City/State/Country | Hilton, NY | Hilton, NY |
| Headcount (For Credit) | 0 | 7 |

| Name of the site or facility at which courses are being offered | Waterloo Police Department | Waterloo Police Department |
| City/State/Country | Waterloo, NY | Waterloo, NY |
| Headcount (For Credit) | 0 | 0 |

| Name of the site or facility at which courses are being offered | Watertown Dental | Watertown Dental |
| City/State/Country | Watertown, NY | Watertown, NY |
| Headcount (For Credit) | 7 | 8 |

| Name of the site or facility at which courses are being offered | Boces (Wayne) | Wayne HS |
| City/State/Country | Williamson, NY | Ontario, NY |
| Headcount (For Credit) | 4 | 10 |

| Name of the site or facility at which courses are being offered | Wayne-Finger Lakes BOCES | Wayne-Finger Lakes BOCES |
| City/State/Country | Stanley, NY | Stanley, NY |
| Headcount (For Credit) | 4 | 2 |

| Name of the site or facility at which courses are being offered | Webster Christian School | Webster Christian School |
| City/State/Country | Webster, NY | Webster, NY |
| Headcount (For Credit) | 29 | 14 |

| Name of the site or facility at which courses are being offered | Webster Fire Department Station #2 | Webster Fire Department Station #2 |
| City/State/Country | Webster, NY | Webster, NY |
| Headcount (For Credit) | 0 | 0 |

| Name of the site or facility at which courses are being offered | Webster Police Department | Webster Police Department |
| City/State/Country | Rochester, NY | Rochester, NY |
| Headcount (For Credit) | 0 | 0 |

| Name of the site or facility at which courses are being offered | Webster Schroeder High School | Webster Schroeder High School |
| City/State/Country | Webster, NY | Webster, NY |
| Headcount (For Credit) | 299 | 330 |

| Name of the site or facility at which courses are being offered | Webster Thomas High School | Webster Thomas High School |
| City/State/Country | Webster, NY | Webster, NY |
| Headcount (For Credit) | 115 | 276 |

| Name of the site or facility at which courses are being offered | West Irondequoit High School | West Irondequoit High School |
| City/State/Country | Rochester, NY | Rochester, NY |
| Headcount (For Credit) | 76 | 89 |
| Name of the site or facility at which courses are being offered | West Webster Fire Department | West Webster Fire Department |
| City/State/Country | Webster, NY | Webster, NY |
| Headcount (For Credit) | 0 | 18 |

| Name of the site or facility at which courses are being offered | Wheatland Chili High School | Wheatland Chili High School |
| City/State/Country | Scottsville, NY | Scottsville, NY |
| Headcount (For Credit) | 57 | 45 |

| Name of the site or facility at which courses are being offered | Wilson Magnet High School | Wilson Magnet High School |
| City/State/Country | Rochester, NY | Rochester, NY |
| Headcount (For Credit) | 1 | 0 |

| Name of the site or facility at which courses are being offered | Xerox Corporation | Xerox Corporation |
| City/State/Country | Webster, NY | Webster, NY |
| Headcount (For Credit) | 0 | 0 |
**Instructions**

Please verify the pre-printed information for 2010-11, and modify the information as necessary.

Other Instructional Sites may be added, or they may be deleted if there are no plans to use the site in the near future. [Note: The IP is a “snapshot” as of the fall. Therefore, if a listed site is active but is used only in the summer, report the headcount as zero.]

Report all Other Instructional Sites, and enter the city, state, and country in which each site is located. Report only sites at which **entire courses**, not partial courses, are offered.

Indicate the name of the site or facility at which courses are being offered.

Enter the **unduplicated** total number of students taking courses for credit as of Fall 2010, whether or not those students are matriculated in a specific degree or certificate program. If students attend multiple sites, the headcounts at various sites may be duplicated (i.e., across sites but not within a site). The objective here is to identify the totals served at each site and the likely impact on an institution’s resources.

If a site is used primarily in the Spring, report the headcount for the Spring and explain that item in the Notes section.

**Definitions:**
The Commission defines an Other Instructional Site as any off-campus site, other than a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit.

These sites may include, but are not limited to, high schools, corporations, community centers, and churches.

**Exclude:**

- Distance education programs;
- Any site used only in the Summer;
- Sites used only for internships or practica (However, if entire courses are available there for other disciplines, those sites should be counted.)

**Note:**
A facility listed as an “other instructional site” may not also be listed as a “branch campus” or an “additional location.”

An Other Instructional Site located abroad is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country. A Study Abroad site, for purposes of this report, is for U.S. students traveling to that country, as specified in the Instructions for Study Abroad.
I. Financial Information (Part 1)

**REMINDER:** Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data for Educational and General (E&G) expenses on the Institutional Profile that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the beginning and ending date for your institution's fiscal year. The default dates are 9/1/2009 through 8/31/2010 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. For example, enter 1/1/2010 through 12/31/2010.

**Report financial data in whole dollars.** Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

**Do not enter data in thousands of dollars.** For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

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<th>IP Data (2010-11)</th>
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Note: For Private Institutions the value is set automatically and the field is disabled.

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| Fiscal Year Begin | 9/1/2008 | 9/1/2009 |
| Fiscal Year End | 8/31/2009 | 8/31/2010 |

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</thead>
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<tr>
<td>1. Instruction</td>
<td>C-01</td>
<td>$47,217,961</td>
<td>$67,951,073</td>
</tr>
<tr>
<td>2. Research</td>
<td>C-02</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Category</td>
<td>Code</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>3. Public Services</td>
<td>C-03</td>
<td>$243,875</td>
<td>$378,753</td>
</tr>
<tr>
<td>4. Academic Support</td>
<td>C-05</td>
<td>$13,867,613</td>
<td>$17,766,410</td>
</tr>
<tr>
<td>5. Student Services</td>
<td>C-06</td>
<td>$15,766,826</td>
<td>$19,472,897</td>
</tr>
<tr>
<td>6. Institutional Support</td>
<td>C-07</td>
<td>$18,841,569</td>
<td>$23,533,690</td>
</tr>
<tr>
<td>7. Scholarships and Fellowships</td>
<td>C-10</td>
<td>$17,153,336</td>
<td>$26,501,300</td>
</tr>
<tr>
<td>8. Operation and Maintenance of Plant</td>
<td>C-08</td>
<td>$18,244,235</td>
<td>$18,827,358</td>
</tr>
<tr>
<td>9. Depreciation Expense*</td>
<td>C-09</td>
<td>$4,583,677</td>
<td></td>
</tr>
<tr>
<td><strong>Total E&amp;G Expenses</strong></td>
<td></td>
<td><strong>$135,919,092</strong></td>
<td><strong>$155,604,123</strong></td>
</tr>
</tbody>
</table>

Notes
I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution’s audited financial statements and/or supporting documents.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online. * denotes a required field.

<table>
<thead>
<tr>
<th>SECTION 2A -- Data from IPEDS</th>
<th>IPEDS Part-Line</th>
<th>Data on File (as of 4/19/2011)</th>
<th>IP Data (2010-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depreciable Capital Assets, net*</td>
<td>A-31</td>
<td>$0</td>
<td>$103,038,246</td>
</tr>
<tr>
<td>Total Assets*</td>
<td>A-06</td>
<td>$0</td>
<td>$178,608,001</td>
</tr>
<tr>
<td>Long-Term Debt (Current Portion)</td>
<td>A-07</td>
<td>$0</td>
<td>$4,819,720</td>
</tr>
<tr>
<td>Long-Term Debt (Non-Current)</td>
<td>A-10</td>
<td>$0</td>
<td>$72,473,652</td>
</tr>
<tr>
<td>Unrestricted Net Assets</td>
<td>A-17</td>
<td>$0</td>
<td>$18,820,342</td>
</tr>
<tr>
<td>Restricted Net Assets (Expendable)</td>
<td>A-15</td>
<td>$0</td>
<td>$3,369,218</td>
</tr>
<tr>
<td>Restricted Net Assets (Non-Expendable)</td>
<td>A-16</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Invested in Capital Assets, net of related debt</td>
<td>A-14</td>
<td>$0</td>
<td>$44,672,525</td>
</tr>
<tr>
<td>Change in Net Assets*</td>
<td>D-03</td>
<td>$454,059</td>
<td>$3,984,802</td>
</tr>
<tr>
<td>Net Assets (Beginning of Year)*</td>
<td>D-04</td>
<td>$62,423,224</td>
<td>$62,877,283</td>
</tr>
<tr>
<td>Adjustment to Net Assets (Beginning of Year)</td>
<td>D-05</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Net Assets (End of Year)*</td>
<td>D-06</td>
<td>$62,877,283</td>
<td>$66,862,085</td>
</tr>
<tr>
<td>Discounts/Allowances (Applied to Tuition &amp; Fees)</td>
<td>E-08</td>
<td>$0</td>
<td>$22,514,968</td>
</tr>
<tr>
<td>Tuition and Fees Revenue (Net of Discounts/Allowances)*</td>
<td>B-01</td>
<td>$0</td>
<td>$31,886,860</td>
</tr>
<tr>
<td>Depreciation Expense</td>
<td>C-09</td>
<td>$4,583,677</td>
<td>$4,276,964</td>
</tr>
</tbody>
</table>

SECTION 2B -- Data from Audited Financial Statements and Supporting Documents
<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Operating Revenue*</td>
<td>$0</td>
<td>$44,516,770</td>
</tr>
<tr>
<td>Total Operating Expense*</td>
<td>$0</td>
<td>$151,755,974</td>
</tr>
<tr>
<td>Operating Income/Loss*</td>
<td>$0</td>
<td>($107,239,204)</td>
</tr>
<tr>
<td>Deposits Held by Bond Trustees</td>
<td>$0</td>
<td>$8,968,463</td>
</tr>
<tr>
<td>Principal Payments on Long Term Debt</td>
<td>$0</td>
<td>$5,458,610</td>
</tr>
<tr>
<td>Interest Expense on Long Term Debt</td>
<td>$0</td>
<td>$3,625,253</td>
</tr>
</tbody>
</table>

**Notes**
Instructions

Financial Information (Part 1)

FINANCIAL PAGE INSTRUCTIONS

Report the same Educational and General (E&G) expenses that you reported to Integrated Postsecondary Higher Education Data Systems (IPEDS) for similar fields. Where appropriate, the related part and line numbers from IPEDS are listed for easy reference.

Verify the beginning and ending date for your institution’s fiscal year. The default dates are 07/01/2009 through 06/30/2010 (the most recent year for which you would have audited financial statements). If your institution uses different dates, please change the default dates accordingly. Also, if your institution has a December 31st year end, you should be submitting financial data as of 12/31/10. If you do not have your final audited financial statements, please contact us before completing this section.

The user is prompted to answer the following three questions immediately after logging in to the application for the first time. The answer to each of the questions can be revised on the financial page.

- Which reporting standard is used to prepare your institution's financial statements?" (e.g., FASB - Financial Accounting Standards Board; or GASB - Governmental Accounting Standards Board.)
- "Does your institution allocate Operation and Maintenance of Plant expense?" (The default response is the value your institution previously reported.)
- "Does your institution allocate Depreciation expense?" (The default response is “No”.)

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter $124, not $123.65.

Do not enter data in thousands of dollars. For example, enter $1,250,000, not $1,250. (NOTE: Do not enter dollar signs, commas, decimal points or trailing zeros; they are used here in these instructions for clarity.)

Foreign Currency Conversion. An institution that prepares its audited financial statements in a currency other than U.S. dollars may convert the value of their currency to U.S. dollars as of the date of the fiscal year end.

Report Educational and General expenses by expense category. (e.g., instruction, research, public service, etc.) The total expense for each category is the sum of restricted and unrestricted expenses.

The sum of your institution’s total reportable E&G expense appears on the last line of the form. Last year’s reported E&G expense is displayed for comparison.

Scholarship and Fellowship Expense:

Do not report as Scholarship and Fellowship Expense any tuition discounts, scholarship allowances, etc., reported in the income statement under revenue of your institution’s audited financial statements. You may report the IPEDS calculated value (i.e., net scholarship and fellowship expense after deducting discounts and allowances).
Operations and Maintenance (O&M):

- Institutions that allocate Operations and Maintenance (O&M) expense across the expense categories: For each expense category, enter the total expense, including the pro-rated O&M expense in the column labeled “Expenses”, and enter the pro-rated O&M expense in the column labeled “Includes O&M”. The program will automatically total the O&M expenses and put the total at the bottom of the column labeled “Includes O&M”. (This field is not accessible to the user.)
- Institutions that do not allocate Operations and Maintenance (O&M) expense across the expense categories: Enter the total O&M expense in the appropriate field in the column labeled “Expenses”.

Depreciation:

- If Depreciation expense is allocated across the expense categories: No additional data entry is required.
- If Depreciation expense is not allocated across the expense categories: Enter Depreciation expense on Line 9.

Net Assets and Change in Net Assets:

Enter the Change in Net Assets, Adjustment to Net Assets (Beginning of Year) and Net Assets (End of Year). Note: Net Assets (Beginning of Year) is carried forward from the prior fiscal year’s ending net assets and cannot be changed. Also, a new line labeled Adjustments to Net Assets (Beginning of Year) has been added. If the Net Assets (End of Year) does not equal the Net Assets (Beginning of Year), plus(minus) any Adjustment to Net Assets (Beginning of Year), plus(minus) Change in Net Assets, you will be prompted to revise the data in one or more of these fields.

Shareholder Equity and Change in Shareholder Equity:

Enter the Shareholder Equity (End of Year) and the Change in Shareholder Equity. Note: Shareholder Equity (Beginning of Year) is carried forward from the prior fiscal year's ending shareholder equity and cannot be changed. Also, a new line labeled Adjustments to Shareholder Equity (Beginning of Year) has been added. If the Change in Shareholder Equity does not equal the difference between the Shareholder Equity (Beginning of Year) and the Shareholders Equity (End of Year), you will be prompted to revise the data in one or more of these fields.

Financial Information (Part 2)

FINANCIAL PAGE INSTRUCTIONS

This section is new for the 2010-11 Institutional Profile. Please report the additional financial data requested in this section for fiscal year 2010. Enter the additional required data on the appropriate lines following the same instructions above (whole dollars, foreign currency, etc). Be sure to complete every line, unless you do not have the line item on your financial statements. For example, if your institution does not have Long Term Debt, you should place a -0- on that line, but put a short explanation in the “Notes” section as to why the line is zero. For example: “Institution has no long term debt.”

Note the following additions/changes:

Part 2 is divided into two sections. Section 2A is labeled “Data from IPEDS”. This section requires data that can be taken directly from IPEDS, the related IPEDS lines are listed to assist with completing each line.
The Net Asset information has been moved from the original page (now labeled Part 1) where the Educational and General (E&G) expenses are reported, to the new page labeled “Part 2” under Section 2B.

Section 2B is labeled “Data from Audited Financial Statements and other Institutional Financial Documents”. This section requires data which can be taken directly from the institution’s audited financial statements or other financial documents.

If your institution does not allocate Depreciation and you answered “no” to the question in Part 1, the Depreciation amount you enter in Part 1 will automatically fill into the Depreciation line in Part 2, Section 2A.

IMPORTANT: Verify that the Key Contacts section includes the name, telephone number and e-mail address of the person completing the Financial Information section.

FREQUENTLY ASKED QUESTIONS

Why does the Commission request financial data on the Institutional Profile?

The Commission uses the financial data in two ways. First, the information is used to assess annual membership dues that are based on an institution’s Educational and General (E&G) expenditures as reported on its Institutional Profile. Second, the financial information is used, together with other Institutional Profile information, by staff and evaluators who want a quick “snapshot” of the institution prior to a visit.

Why does the Commission request an audited financial statement?

Commission staff check the accuracy of the Educational and General (E&G) expenditures reported on the Institutional Profile by comparing it to the E&G expenditures reported in the institution’s audited statement. Because membership dues are assessed on the basis of an institution’s E&G expenditures, the Commission tries to ensure the financial data reported on the Institutional Profile are correct and that a member institution’s dues are properly assessed.

You also are required to provide a copy of any “Management Letter” your auditors provided as part of your audited financial statement.

Staff, evaluators, and financial reviewers use the audited financial statement and management letter to review financial information submitted with the institution’s self-study or periodic review reports.

Should an institution submit IPEDS financial data for the matching fields on the Institutional Profile?

Yes. Report the same data on the IP that your institution reports to the Integrated Postsecondary Higher Education Data Systems (IPEDS). Line items from the IPEDS survey are provided next to each IP entry for your convenience.

In addition, the IPEDS financial data should cover the same period as the audited financial statement.

What are the most common errors institutions make when completing the Finance section of the Institutional Profile?

Three common errors to avoid in reporting financial information are:

- Reporting tuition discounts or allowances in the IP as Scholarship and Fellowship Expense. (Exclude tuition discounts or allowances from the line item for Scholarship and Fellowship Expense, these discounts are net of revenue.)
• Entering data in thousands of dollars, rather than with the necessary zeros. (Type 1,270,000, not 1,270.)

• Reporting the financial data for the primary institution and for component units.* (Report only for the primary institution.)

*Note: A component unit is a legally separate organization for which the primary institution is financially accountable or closely related. Examples would include college housing corporations, a student government cooperative, or a university or college foundation.
J. Significant Developments

Please provide the Commission with early notice of any significant developments your institution is considering for academic years 2011-12 or 2012-13, limited to the topics listed below.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level;
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus (See definition in Section H, above);
- otherwise affect significantly the institution's ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional issues (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.) Please DO NOT include matters related to the day-to-day operation of the institution.

We do not have any significant developments to report for this period.
**Instructions**

Please provide the Commission with early notice of any substantive changes your institution is considering for academic years 2011-12 or 2012-13, limited to the topics listed below.

[Note: Please remember that it is still necessary to submit a formal written request to the Commission, prior to implementation, for approval of pending significant developments that meet the Commission’s definition of “substantive changes.” These changes are NOT included within the scope of your accreditation until the Commission approves them. For further information, see our policy statement, Substantive Change, available as a Publication on our website at www.msche.org]

If additional clarification is needed, please contact the Commission staff member assigned as liaison to your institution. Your liaison’s name appears in the General Information section of the IP.

Include potential changes that:

- significantly alter the mission, goals, or objectives of the institution;
- alter the legal status, form of control, or ownership;
- establish instruction constituting at least 50% of a degree program in a significantly different format/method of delivery;
- establish instruction at a new degree or credential level (including certificates);
- replace clock hours with credit hours;
- increase substantially the number of clock or credit hours awarded for successful completion of a program;
- establish instruction constituting at least 50% of a degree program at a new geographic location;
- relocate the primary campus or an existing branch campus;
- otherwise affect significantly the institution’s ability to continue the support of existing and proposed programs.

In addition, please describe any other major developments taking place at the institution. The information provided should focus on important institutional measures (e.g., development of a new strategic plan, initiation of a capital campaign, establishment of a new academic unit such as a school or college, significant shifts in institutional enrollment or finances, etc.)

All text must be limited to 2,000 characters. Note: Spaces count as characters. **Significant Developments reported in separate attachments will not be accepted.**

DO NOT include matters related to the day-to-day operation of the institution. Summarize developments with simple sentences. Eliminate colorful adjectives (e.g., “located among rolling hills”) and unnecessary details (e.g., square footage).
K. Required Attachments

Please upload the required attachments listed below as soon as all of the items are available but no later than April 22, 2011.

- A copy of the institution's fiscal year 2010 audited financial statements, including any management letter that the auditors may have attached to the statements.

- A copy of the finance section of the institution’s IPEDS submission for fiscal year 2010 (if you submit annual financial data to IPEDS).

- Provide the exact web address for the home page of the institution's catalog. (If the catalog is not available on-line provide a digital copy of the catalog on a CD/DVD, or a printed version if a digital copy does not exist.)

Uploaded Files

<table>
<thead>
<tr>
<th>File Name</th>
<th>File Type</th>
<th>File Size</th>
<th>Last Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monroe CC College Catalog link.doc</td>
<td>Wordpad Document</td>
<td>29.5 KB</td>
<td>4/12/2011 2:43:39 PM</td>
</tr>
</tbody>
</table>

If you are not able to upload the required attachments, please contact:

Mr. Tze Joe
Information Associate
Middle States Commission on Higher Education
tjoe@msche.org
For Information About

Address Change  Call  Records and Registration
Course Withdrawal
Registration Dates
Transcripts
Financial Aid  Call  Financial Aid Office
Financial Aid Transcripts
Financial Aid Forms
Personal Counseling  Call  Counseling and Advising
Career Counseling
Complete College Withdrawal
Evening Advisement
Program Changes
Progress Reports
Veterans Services
International Student Services
Services for Students with Disabilities
Study Skills Workshops

Tuition  Call  Student Accounts Office
Billing
Residency
Applications for Admission  Call  Admissions Office
Application Processing
Transfer Credit Evaluation
Pre-admission Counseling
Campus Tours

Law/Criminal Justice
Public Safety Training Center
Liberal Arts
Science, Health & Business
Technical Education
Transitional Studies
Interdisciplinary Programs
Workforce Development

Clubs and Organizations  Call  Campus Center
Student Government

ID Cards  Call  585.292.2555
Housing Information  585.292.3674

Child Care  Call  585.292.2640
Summer College for Kids
Brighton Campus Bldg. 22

Numbers for Frequently Requested Information
General Information: 585.292.2000

Health Services  Call  Health Services
Immunization Requirement
Physical Limitations
Injuries

Intercollegiate Sports  Call  Athletics
Student Recreation
Intramurals

Job Placement  Call  Career Center
Resume & Interviewing Workshops
Transfer Scholarships
Transfer Articulation Agreements

Parking Permits  Call  Parking Services Office
Parking Tickets

Damon City Campus

For Information About

Counseling/Student Services  Call  585.262.1740
Transfer & Placement
Records & Registration  585.262.1670
Financial Aid  585.262.1670
Student Accounts  585.262.1670
Campus Center  585.262.1757

Correspondence

Correspondence for all Monroe Community College employees and departments should be directed to 1000 E. Henrietta Road, Rochester, NY 14623. Correspondence will be forwarded to other sites as appropriate.

College Closing

If the College closes due to bad weather or other emergency, an announcement will be posted on the MCC homepage (www.monroecc.edu) and released to local radio and television stations. Please help avoid overloading telephone lines by going online or tuning in to the media.

Radio Stations: WBBF, WBEE, WKX, WDKX, WHAM, WVOR, WPXY, WMAX, WRMM, WCMF, SPORTSRADIO 990, WRQI, WXXI
Television Stations: WGRC, WHEC, WHAM, WROC, WXXI
Monroe Community College Catalog & Student Handbook
Civility: Our Community’s Core Values

We, the students, faculty, staff, and administration of Monroe Community College are committed to core values that include:

- creating an environment where we value and respect each other;
- promoting a community that encourages the tolerance of divergent opinions and constructive resolution of conflict;
- exchanging ideas and enriching our lives through the exploration of our multi-faceted culture;
- embracing responsibility, honesty, integrity, and courtesy;
- respecting the dignity, rights, and freedoms of every community member;
- respecting the intellectual and physical property of others; and
- respecting college property including both public and private spaces.

We, as a community of learners, are affirming these core values to guide our actions and behaviors.

Honor Code

We the students, faculty, staff and administration of Monroe Community College affirm the importance of an academic code of conduct. At MCC we believe that each of us commands the knowledge, skills, judgment and wisdom necessary to function in an honorable manner; we must hold ourselves to high standards in order to maintain our collective and individual commitment to academic excellence.

Every member of the MCC community has the responsibility and authority to challenge and bring to light any indication of academic dishonesty. It is also essential that students, faculty, staff and administrators actively commit to these college policies regarding the academic code of conduct.

Any time we fall short of our academic conduct goals, or we knowingly allow others to do so through plagiarism, cheating, unauthorized collaboration, fabrication of research or other forms of academic dishonesty, we have done a disservice to our fellow students, faculty, staff and administrators. All members of the MCC community are expected to exemplify honesty and ethical behavior in their dealings with academic pursuits.
Monroe Community College is committed to the success of every student. To help students learn to succeed in college, MCC offers several college orientation seminars. These one credit classes teach students learning skills, good study habits, how to use library resources effectively, and effective time management practices. These skills can carry you through your experience at MCC and into the future. These courses are open to all students, and can be taken anytime during your degree program.

Sometimes spreading out in the library and studying with a friend can help you see things in a brand new light.
The first time you open a college catalog or read any college publication, you’ll find terms that may be unfamiliar to you. The following common college terms are ones that you’ll need to know as an MCC student.

**Audit**
To take a course without receiving a grade or credit. You also don’t have to take the exams. Any student may audit a course with permission from the instructor, assuming seats are available. You must fill out the appropriate audit form and return it to the Registration and Records Office by the end of the course add period (typically the first week of the course in a full term section). Full tuition is required, and the course appears on your transcript with a grade of “AU.”

**Blended/Hybrid Courses**
See Hybrid/Blended Courses entry.

**2+2 Transfer Degree Programs**
A way to get your associate’s degree at MCC with guaranteed admission to a participating four-year college as a junior. The 2+2 Program is intended for first-time, full-time MCC students who already know which participating four-year college they want to attend. You complete one application to MCC and pay one application fee. If you meet the entrance requirements, you’re concurrently admitted to MCC and the 2+2 college you’ve chosen.

**Advisement Key**
A six-digit alternate PIN number used to “unlock” online registration access for students required to meet with an academic advisor.

**Articulation Agreements**
Agreements signed between MCC and participating four-year colleges and universities outlining the requirements for transferring to parallel programs at those institutions. Articulation Agreements ensure that after you graduate from MCC, you can transfer with junior status and complete most baccalaureate degree programs in two years. Each participating college has its own admission and course requirements.

**Certificate of Residence**
While you are attending MCC, you must file a “Certificate of Residence” once each academic year (September-August) to certify you’ve been a legal resident of New York State for the past year and a resident of Monroe County for the past six months. The Certificate of Residence is completed and submitted during registration.

**Credit Hours**
Each course at MCC carries a certain number of credit hours. These credit hours are listed in the course descriptions in the catalog. You need a specific number of credit hours in the appropriate courses to earn a degree or certificate. The number of credit hours a student is registered for is also used to determine full-time status and financial aid eligibility.

**Cumulative Grade-Point Average**
Also known as your GPA. This is the overall average from the grades and grade points you receive and the credits you earn in all the courses you take. Grade points range from 4.00 for an “A” to 0.00 for an “F.” You must have at least a 2.00 (a “C” average) to graduate from MCC.

**Course Information Sheet**
Each faculty member provides the enrolled students with information about that particular course during the first week of class. This document includes course learning outcomes, class policies, and grading information.

**Credit by Examination**
Earn up to 36 semester hours of credit toward your degree by taking different types of examinations, which include department, CLEP and DANTES exams.

**CAPP Compliance (Degree Audit)**
A report that indicates your progress toward completing a particular certificate or degree program. It details what you have completed and courses you still need to fulfill curriculum requirements.

**Career Programs**
Programs for students who plan to enter the job market immediately after graduating from MCC. These lead to an A.A.S. degree (Associate in Applied Science degree).

**Certificate Programs**
Programs for students who want to gain a high degree of specialization through a short program of instruction. While required credit hours vary greatly, most certificates are approximately 30 college credits.
Curriculum
A curriculum is a program of courses approved for a specific degree or certificate. To earn a degree or certificate in a specific program, you must complete the curriculum for that program.

Dean’s List
A list of students who have achieved high academic standing. To make the Dean’s List, you must be enrolled in a degree program, have completed 6 or more credit hours with a Grade-Point Average of 3.50 or better, and have no grades of “I” or “F.”

Drop for Non-Payment of Tuition
If you do not pay your tuition and fees by a specific date, your schedule of classes may be cancelled. If you have been descheduled, you will need to re-register to attend that semester. Please note: You may not be able to register for the same courses if your original selections are filled.

Distance Learning
See Online Courses entry.

Drop-Add
Scheduled times when you can drop a course you’re registered for and/or add a new one.

Electives
Many programs include electives, which means that credit courses of the student’s choice may be applied towards the requirements of the degree or certificate.

E-mail (electronic mail)
MCC considers its student e-mail system (Microsoft Windows Live) an official means of communications. MCC will use the system to conduct and notify students of college-related business and important general information. All students receive an e-mail address to access from a home computer or the on-campus computer labs. With your campus e-mail address, faculty can send you electronic messages and you can send messages to classmates, faculty, and staff, as well as to any external e-mail address. To set up your e-mail account, visit MCC’s web site, www.monroecc.edu.

E-mail is the primary method of communication with the College. Read your e-mail regularly.

EOP (Educational Opportunity Program)
A state-funded program to help students who are educationally and economically disadvantaged. Contact the Admissions Office for more information: 585.292.2200.

Equivalency Diploma (G.E.D.)
If you don’t have a high school diploma, you can earn a New York State High School Equivalency Diploma by successfully completing 24 credit hours of courses in specific areas. These credits must be accepted by the College as part of your degree or certificate program and you must meet a minimum score on the placement exam.

Fast-Track Program
An accelerated degree program for adult students that allows them to complete an Associate’s Degree in Liberal Arts: General Studies on a part-time basis in three years or less.

Full-Time Student
A student who is enrolled for 12 or more credit hours in a semester.

Green Slip
After the drop-add period has ended, you must get a signed “green slip” from your instructor to be admitted to a course. Instructors may opt to send an e-mail to the Registration Office instead of paper green slips.

Honors Sections (HON)
Honors sections of MCC courses include the same material covered in regular sections of a course, but in greater depth, with opportunities for students to pursue individual interests. For new students, eligibility is based on prior academic records, courses taken, grades, class standing and/or letters of recommendation. For continuing MCC students, eligibility is based on completion of at least 12 credit hours, with a minimum grade-point average of 3.25 and/or recommendation by a professor. Students who meet this requirement will automatically be sent an honors application prior to class registration.

Hybrid/Blended Courses
Courses that are taught partly online and partly on campus. The on-campus component may occur weekly or as little as once or twice a semester.

Independent Study
An opportunity to work independently under the guidance of a faculty sponsor. Designed for students who want to extend their education beyond the standard course structure of classroom activity. Not intended as a substitute for an existing course.

Intent to Graduate
If you are a candidate for a degree or certificate, you must complete and submit an “Intent to Graduate” application during your final semester of study. Forms and deadline dates can be obtained from the Graduation Certification Office or the Counseling and Advising Center.

Internet Courses
See Online Courses entry.

Intersession
An abbreviated session offered in January that lets you complete a credit-bearing course between Fall and Spring semesters.
Learning Centers
On-site centers where you can get help from faculty tutors, videos, and interactive software. There are special learning centers for accounting, computer graphics, computer-related curricula, dental hygiene, ESOL, transitional studies, mathematics, writing, nursing, psychology, natural sciences and physics.

Learning Community Courses (LC)
A Learning Community is a group of students who take two or more courses together in the same semester. The courses are coordinated by two or more faculty who work closely together under a common educational theme. Course content and assignments are linked to connect the courses and increase students’ learning.

Master Class Schedule
The list of courses being taught during the semester. The master schedule is printed in the current semester class schedule, displayed in various campus locations, and posted on MCC’s web site (www.monroecc.edu.)

Matriculated Student
A student who has applied for and been formally accepted as a candidate for a degree in a specific curriculum. You must be matriculated in a degree program before you are eligible for a degree or certificate from the College. You must also be a matriculated student to receive financial aid.

Non-Matriculated Student
A student who is taking courses without applying for candidacy for a degree.

Online Courses
Internet or online courses let you attend classes any time, any place. Each semester, MCC offers over 100 online courses through the SUNY Learning Network. In an on-line course the instructor and students are connected to each other through an Internet-based network. Students receive instruction, compose and submit assignments, ask questions of the instructor and other students, discuss issues, and actively participate in the class from their homes, offices or the nearest campus computer lab.

Orientation
Designed to help new students become part of the College community. There are two types: College Orientation and Academic Orientation.
College Orientation introduces you to campus life, helps you make connections with other members of the community, and teaches you about College facilities, services and resources. It also includes the SUNY photo ID process. Academic Orientation describes a specific program of study and its requirements.

Part-Time Student
A student who is taking fewer than 12 credit hours in a semester.

Priority Registration
A three-week registration period when students who have more than one cumulative semester of college credits can register for classes before anyone else. Open registration for all other students, including new, re-admitted, transfer, and second-degree students follows.

Program Change
If you want to change your program (curriculum), you must apply for a program change through the Counseling and Advising Center on the Brighton Campus or the Student Services Office on the Damon City Campus.

Registration
The process of selecting and signing up for courses you want to take for the semester.

Service Learning Courses (SV)
Students enrolled in service learning sections of courses combine civic engagement with academic coursework in a way that benefits both the student and the community. Service projects can range from 5 hrs to 135 hrs and can be an option or requirement. Students who complete 200 hours of service learning will receive a special diploma distinction upon graduation from MCC.

Student Number
Your student number is your permanent, official college identification number.
Summer Session
There are two Summer Sessions offered each year. Summer credit courses are offered days and evenings at both MCC campuses (Brighton and Damon City Campus) as well as at satellite sites in Greece, East Rochester, Spencerport and Webster. Enrollment is open to any student who has satisfied course prerequisites.

SUNY (State University of New York)
SUNY is a system of 64 public campuses (colleges and universities) across New York State. MCC is a unit of the SUNY system and one of 30 community colleges.

SUNY Learning Network (SLN)
The SUNY Learning Network (SLN) offers on-line courses over the Internet from over 40 campuses. All credits earned are fully transferable. MCC currently offers more than 100 classes through SLN.

Sustainability Courses (GR)
Sustainability, which is grounded on the conviction that societies should develop ways to meet their present needs without compromising the ability of future generations to provide for their own needs, is a field of concern and inquiry that overlaps a vast array of disciplines. Courses at MCC that deal with sustainability are designated GR on the Class Schedule, and can be used to fulfill requirements toward the Sustainability Certificate.

Syllabus
See Course Information Sheet entry.

Transcript
An official record of the courses you’ve taken and the grades you received.

Transfer Programs
Designed primarily for students who plan to transfer to a four-year college or university to earn a bachelor’s degree after they complete their first two years of study at MCC. Transfer programs lead to an A.A. (Associate of Arts) or A.S. (Associate in Science) degree.

Wait List
Many high-demand courses have electronic wait lists available. Wait lists are activated when a course’s maximum enrollment has been reached and the course is closed. As seats become available for that course, wait listed students are moved into the course. Students should be aware that common scheduling errors cannot be resolved when wait listing a course. For example:

- Don’t register and wait list for different sections of the same course. Once you are placed in a section, you will be dropped from the wait lists of all other sections.
- Don’t register and wait list for courses that have a time conflict.
- Don’t wait list for a course if it will exceed the number of credits you are permitted to take in a specific semester.

Students are not charged tuition while wait listing courses. When a seat becomes available and the student moves into the course, tuition charges are generated. Students are responsible for reviewing their schedules to be aware of their enrollment status. Once enrolled, charges for the term will not be waived based on non-attendance.

When wait lists are discontinued for the semester, you must request permission from the instructor to be admitted into a closed course. If the instructor grants permission, a “green slip” must be signed by the instructor and chairperson. Since the policy on “green slips” differs among departments, you should contact the faculty member or department staff during the registration process.

Withdrawal from Courses
After the add/drop period and up to approximately 80% of the course has been completed, you can withdraw from individual courses via the web or by completing a “Withdrawal” form. NO REFUND is given. After the deadline (which is published each term for full-term courses), you cannot withdraw from individual courses. You may, however, withdraw completely from the College prior to final exams. If you withdraw completely, you will have to reapply for admission in order to register for future terms.

Writing-Intensive Courses (WR)
Courses that emphasize learning the course content through both formal and informal writing assignments. Writing-intensive courses may be in any discipline. These courses are indicated by a “WR” on the master schedule.
THE COLLEGE

Mission
The mission of Monroe Community College is to provide access to high quality education and training programs to a diverse community. Student success is the College’s highest priority.

In fulfilling its mission, the College is committed to excellence in teaching, comprehensiveness, lifelong learning and citizenship. The College embraces its role as a stimulus for economic development and values partnerships, innovation and educational leadership.

History
MCC was founded in 1961 as part of a statewide system of two-year institutions designed to provide technical, para-professional and university-parallel education. Today, MCC is one of 30 community colleges within the State University of New York (SUNY). SUNY community colleges are financed by New York state, student tuition and a local government sponsor. MCC’s local sponsor is the Monroe County Legislature.

The first students—a class of 720—entered MCC in September 1962. They were taught by 36 full-time faculty members. The College’s first campus was located at 410 Alexander Street, in the former East High School. In June 1968, MCC moved to 1000 East Henrietta Road. The College opened its Damon City Campus, located at Main Street and Clinton Avenue, in January 1992. Today, more than 36,000 students register for courses each year.

Philosophy and Purpose
Monroe Community College is a teaching institution, a college that has developed in response to community needs.

Providing the best possible educational opportunities to all students is the first priority of the College. MCC offers a wide variety of unique opportunities in preparation for further study, career education, student support, developmental education, non-traditional education and part-time study.

Location
Rochester is the third largest city in New York State and the seat of Monroe County. The city is located on the Genesee River near its outlet to Lake Ontario.

The region is rich in educational and cultural resources. Area educational institutions include the University of Rochester (and its celebrated Eastman School of Music), Rochester Institute of Technology, St. John Fisher College, Nazareth College and Roberts Wesleyan College. The State University Colleges at Brockport and Geneseo are within commuting distance.

The City is home to the Rochester Philharmonic Orchestra, Strasenburgh Planetarium, and Rochester Museum and Science Center; to an eclectic collection of memorabilia at the Strong Museum; and to the International Museum of Photography at the George Eastman House.

Accreditation
Monroe Community College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. Curricula are registered and approved by the New York State Department of Education.

The College is authorized to award the Associate in Arts (A.A.), Associate in Science (A.S.) and Associate in Applied Science (A.A.S.) degrees, as well as certificates, as established by the Board of Regents of the University of the State of New York. All curricula are approved by the New York State Department of Education for the training of veterans and other eligible persons under Public Law 634 (Children of Deceased Veterans), Public Law 894 (Disabled Veterans), Public Law 89-358 (Veterans Administration Readjustment Benefits of 1966) and Public Law 93-508 (Vietnam Era Veterans’ Readjustment Act of 1974).

College-wide Assessment
The quality of the curricular and co-curricular programming at MCC is kept high, in part, through continuous evaluation of course and program effectiveness. The College evaluates effectiveness by measuring the level to which our students achieve learning outcomes and the degree to which the college addresses community needs.

Assessment at MCC involves the collection, review and use of information regarding MCC’s educational programs for the purposes of improving student learning and development. MCC’s assessment process is endorsed by the State University of New York and the Middle States Association of Colleges and Schools.

League for Innovation
The League for Innovation in the Community College was founded in 1968 to provide direction and leadership for experimentation and innovation in community colleges. Membership on this prestigious consortium’s board is by invitation. Monroe Community College is one of 19 League colleges that serve as the League’s board of directors. The League is a major national force contributing to the development of community colleges.

For our students, MCC’s League affiliation means that Monroe Community College is on the cutting edge of curriculum development and technological innovation, as well as academic, administrative and student services.

Funding
When Monroe Community College was established 47 years ago as a public college, the founders launched a true partnership with the State of New York, the County of Monroe and prospective students (via tuition) to cover the college’s operating costs. Two decades later, MCC’s leaders had the foresight to recognize that other partners were needed if MCC was going to meet the growing needs of the community: private philanthropists. In order to achieve a standard of educational excellence and secure the college’s future, the Monroe Community College Foundation was established in 1983 to build a cultural awareness of the importance of
private philanthropy towards public higher education.
Since then, our community has worked tirelessly to build what is now one of the country’s premier community colleges, supported by a foundation that is nationally recognized for its effectiveness and efficiency.
The MCC Foundation is a 501(c)(3) institutionally related foundation with its own board of directors – operating independently from the college, which is governed by its own board of trustees.
While MCC provides access to high quality education and training programs, the MCC Foundation provides a means for donors, friends and volunteers to support the mission of the college and the success of its students.
Student scholarships and employee innovation grants demonstrate our community’s commitment in the potential of MCC students and the talented faculty and staff who serve their educational needs.
Supporters of the MCC Foundation bring the dream of a college degree within reach for many in our community and enable MCC to deliver hope for our collective future.
Those wishing to contribute are encouraged to contact the Foundation Office at 585-262-1500 or by email at mccf@monroecc.edu.

Diversity
MCC is an academic community made up of individuals who reflect differences in color, culture, ethnicity, gender, nationality, physical ability, race, religion, sexual orientation, and skill.
As a community of global learners, we are proud to affirm and celebrate the rich diversity that exists among us. We believe acknowledging and celebrating our diversity is essential to maintaining academic freedom and inquiry. We maintain that valuing differences can teach us more about ourselves as human beings and provide us with creative energy that comes when we learn from each other.
Valuing diversity requires that we all be willing to respect and attempt to understand the full range of thought and feeling of others’ views. To achieve this dialogue, we strive to maintain open and unprejudiced minds; we suspend our final judgment, and seek to enter into others’ views and knowledge. The MCC community supports learning and activities that enhance our knowledge, awareness, and appreciation of diversity.
Brighton Campus

1000 East Henrietta Road
Rochester, New York 14623
585.292.2000

The Brighton Campus consists of 12 interconnected academic buildings, a child care center, residence halls and the privately operated ESL Sports Centre.

Peter A. Spina Administration Building (1)
The Spina Administration Building houses the college’s administrative leaders — the president and vice presidents for academic, student, administrative, and educational technology services. The Admissions, College and Community Relations, Grants, and Planning offices are in this building as well as the Mailroom, Public Safety Dispatch Center, Information Desk and the Counseling Center.
The Spina Administration Building is dedicated in honor of MCC's third president.

The LeRoy V. Good Library (2)
The library houses a collection of approximately 90,000 volumes, plus an array of multimedia, music CDs, more than 500 print journal subscriptions and microforms. The MCC libraries’ electronic resources network includes an online catalog, numerous electronic databases with over 10,000 journal titles, Web search engines, electronic reserves, as well as access to the collections of hundreds of libraries in the region and throughout SUNY. Registered students can use these virtual resources 24/7 from off-campus by accessing the network via the library’s wired computers, or by checking out wireless laptops for use in the library. The library is one of the wireless zones of the college. The library offers 50,000 sq. ft. of study space, with numerous collaborative or individual rooms available to students, a library instruction classroom, one-on-one research consultations with librarians, inter-library loan services, and much more. There are two special collections housed here: the Holocaust/ Human Rights Resource Center and the College’s archives.
The library is dedicated to the memory of Dr. Good, the founding president of MCC.

R. Thomas Flynn Campus Center (3)
The R. Thomas Flynn Campus Center is home to the campus’ co-curricular program and serves as a crossroads for informal interactions among faculty, staff and students. Expanded and renovated in 2004, this facility is home to student clubs, including student government and student media.
The Flynn Campus Center services and conveniences include:
- The MarketPlace, offering the college community many dining options.
- The Career Center, serving students and alumni seeking employment, career assistance or transfer to a baccalaureate institution.
- The Bookstore, with textbooks, supplies, sundries and MCC apparel.
- The Warshof Conference Center (consisting of three conference rooms: Monroe A, Monroe B and Empire Room) is located on the second level. These meeting rooms provide convenient, state-of-the-art facilities for student, faculty and community groups.
- The Peer Assistance Resource Center (PARC), answering questions and offering information about student programs and involvement. In addition it serves as the Student Wellness Center on the Brighton Campus.
- Offices for student clubs and organizations, including student government, the Monroe Doctrine student newspaper and WMCC radio station.
- Information and Services Desk, where students can cash checks, rent lockers, and buy tickets for college events, community events, discounted movie tickets, bus passes and stamps.
- Comfortable lounge areas, a game room, and a cyber café.
- SUNY Card services that include picture ID, library card service and limited debit card services.
- Student Services personnel who support the co-curricular program.
- The Educational Opportunity Program (EOP), placement testing, Services for Students with Disabilities, Health Services, Graduation Certification and Printing Services offices.
The R. Thomas Flynn Campus Center was named in honor of MCC's fourth president.

Communications/Theater Building (4)
The Communications Building houses the Visual and Performing Arts programs, including television and photography studios, graphics laboratory, computer graphics laboratory, edit rooms, faculty offices and classrooms. A 550-seat theater is located in this building.

North and South Faculty Towers (5, 8)
Faculty offices and large lecture halls are located in these buildings.

Registration/Financial Services Building (6)
The Bursar, Registration and Records, and Financial Aid offices are located on the second floor, along with faculty offices for the Communication program. The Human Resources office is located on the third floor. Classrooms and laboratories can be found on the upper floors.

Sciences Building (7)
Classrooms and laboratories for microbiology, biology, anatomy, physiology, chemistry, physics and general science are in Building 7. The Dental Hygiene Clinic is on the second floor. The Public Safety Office is on the third floor.
The Gleason Hall of Science and Technology (9)

Gleason Hall features laboratories for nursing, drafting, and a number of technology programs: computer, health information, radiologic, civil, optical engineering, mechanical, electronic, and industrial instrumentation. General purpose classrooms are also located here. Gleason Hall is also home to MCC’s Agriculture and Life Sciences Institute. The Gleason Hall of Science and Technology was named in honor of the Gleason Foundation for its continuing commitment and contributions to the College.

Louis S. and Molly B. Wolk Center for Excellence in Nursing

An extension of Gleason Hall, the Wolk Center includes a patient simulator/tutorial laboratory, computerized laboratories (nursing fundamentals, medical, surgical, psychiatric/mental health and maternity), classrooms, faculty offices and a nursing learning resource center. Made possible through the generous support of the Louis S. and Molly B. Wolk Foundation, the center opened in the summer of 2008. LEED certification is being sought from the U.S. Green Building Council, an independent endorsement that the project meets the highest green building and performance measures. The Louis S. and Molly B. Wolk Center for Excellence in Nursing is named in honor of the Wolk Foundation for its generous support of the College.

Samuel J. Stabins Physical Education Complex (10)

Included within the physical education complex are a large multi-purpose gymnasium, weight and exercise room, dance studio, first aid and training room, five racquetball courts, human performance lab, swimming pool with diving section and faculty offices. Outdoor facilities consist of eight tennis courts, baseball and softball fields, hockey field, quarter-mile track, John L. DiMarco Field (a synthetic turf soccer and lacrosse field), a 2.7 mile cross country course, an obstacle course, a disc golf course, and fitness and nature trails. The complex is dedicated to the memory of Samuel J. Stabins, M.D., the first chairman of the College’s Board of Trustees.

The PAC Center

An extension of the Stabins Center and made possible through the generous support of the Chesonis Family Foundation, the 53,000-square-foot PAC Center includes a 140-foot by 240-foot synthetic-turf, multi-purpose field as well as a three-lane jogging track, a weight training and fitness human performance lab, locker rooms, coaches’ offices and a training room. It more than doubles the available space for physical education classes, sports teams, intramural and recreational leagues, and individual fitness use. The PAC is named in honor of Pamela A. Chesonis, Class of 1978.

Learning Centers (11)

Three stories of modern instructional space including a learning center with functional areas for guided instruction; learning laboratories for mathematics, accounting, transitional studies, writing and psychology; electronic classrooms; general purpose classrooms; and geology laboratories.

Fine Arts Building (12)

The Fine Arts Building houses the Mercer Gallery, the music and art programs and their studios, as well as general-purpose classrooms.

Child Care Center (22)

585.292.2640

The MCC Child Care Center is a division of the Monroe Community College Association, Inc. Located on the north end of the Brighton Campus, the Child Care Center provides quality early education for children of MCC students, faculty and staff, as well as for children in our community on a space available basis.

Sports Centre at MCC

The four-rink Sports Centre at MCC, located on the southeast corner of the campus, is home ice for MCC’s hockey program. The Centre serves the entire Rochester community through a broad range of activities including open skating, hockey league games and learn-to-skate classes. The Centre is owned and operated by a private corporation.

Alice Holloway Young Commons — Residence Halls

This residence hall complex provides suite-style living for about 760 students. Each suite is fully furnished and air-conditioned, features a full kitchen, common space, and individual or double bedrooms. A full residence life program completes the on-campus living experience. This complex is named for Dr. Alice Holloway Young, a founding MCC trustee and pioneer in the Rochester City School District.
Applied Technologies Center (ATC)

2485 West Henrietta Road
585.292.3700

The Applied Technologies Center (ATC) is MCC’s 53,000-square-foot, state-of-the-art facility for technical education and industry-based training. The ATC houses certificate and degree programs in Automotive Technology; Heating, Ventilation and Air Conditioning (HVAC); and Precision Tooling and Machining. The center, which also provides credit-free courses and corporate industrial training, contains a computer lab, multi-use classrooms, laboratories, conference rooms and the offices of the Rochester Tooling and Machining Association.

Public Safety Training Facility

1190 Scottsville Road
585.753.3800

The PSTF is a regional emergency training complex owned by Monroe County and operated through a partnership with the City of Rochester and MCC. Here, the College trains police, fire and emergency medical personnel. For professional and volunteer firefighters, the PSTF offers aircraft simulators, burn buildings and other fire training props. Police officers and recruits can learn and refine skills in a crime scene simulator, firing range simulator and TEAM/Tac simulator. Abundant medical resources are available for EMS training. Under the auspices of its Homeland Security Management Institute, MCC also trains private businesses, public officials and others.

Homeland Security Management Institute

585.753.3921
hsmi@monroecc.edu

The Homeland Security Management Institute (HSMI) was launched in December 2003. Its vision is to be a regional authority on homeland security training. As such, the HSMI strives to ensure that all public and private employees and officials are prepared to prevent, respond to, and manage the impact and consequences of any incident stemming from a terrorist/criminal attack or other manmade catastrophic emergency.

While HSMI’s onsite training is generally conducted at the Monroe County Public Safety Training Facility, other training options include online educational development and delivery as well as mobile training teams. Through a network of community colleges and other training entities, HSMI can provide local, regional and national services.
In addition, courses are offered that meet MCC's and including SUNY's general education requirements: computer literacy, languages, art, music and business are just some of the courses offered at Damon for skill development.

**DCC Campus Center**

The Campus Center is located on the 5th floor, Room 5-251. It houses services and programs to enhance a student's experience at MCC.

Services in the Campus Center include:

**MCC Photo ID**

The MCC Photo ID Card is your student photo ID at MCC. The MCC Photo ID Card at DCC is required for entry to the campus as well as entry to other services, such as the Integrated Learning Center, Bookstore, Library, Fitness Center and Electronic Learning Center.

**DCC Locker Rentals**

Lockers may be rented on a semester basis through the Campus Center Office, Room 5-251. The lockers, located on the 4th and 5th floors of campus, are available for $30 per semester ($14 is refunded when the key is returned at the end of the semester).

**DCC Housing and Roommate Information**

Off-campus living and roommate information is available in the Campus Center Office, Room 5-251.

**DCC Bookstore**

The Bookstore is located on the 4th floor and carries all textbooks for DCC course sections. Candy, chips, snack foods, health and beauty supplies, beverages, personal items, gifts and sportswear are also available. The regular semester hours are: Monday, Wednesday, Thursday and Friday, 8:30 a.m. – 4 p.m. and Tuesday, 8:30 a.m. – 6 p.m. Hours are extended during the first week of the spring and fall semesters. Summer session and break hours are 8:30 a.m. – 4 p.m. daily.

**DCC Fitness Center**

Located on the 4th floor past the Bookstore, the Fitness Center has open hours for students, faculty and staff. A current MCC photo ID card is required. Hours vary each semester, depending on academic class schedules. Schedules will be posted in the Center at the beginning of each semester.

**DCC Food Service**

Center City Cafe food and beverage services are available in the atrium on the fourth floor; hours are posted. Vending machines with hot drinks and microwaves are located throughout the campus. Food items are available in the bookstore.

**DCC Student Leadership Opportunities**

The student leadership program provides many opportunities for students to get involved on campus. Students can acquire the kind of leadership skills that are valued by employers. Academic credit is also available for involvement. For more information, visit the Campus Center office, room 5-251.

**DCC Parking/Transportation**

Registered MCC students who are enrolled at DCC during the day are eligible for a semester parking rate of $90 at St. Joseph’s Garage, located behind the Sibley Building. There are a limited number of semester parking keycards available on a first-come first-served basis. Applications are available at the DCC Student Services Center. Students who purchase the semester parking may request a free Brighton Campus parking permit. Parking at St. Joseph’s Garage is available at the regular rate on Saturdays and $2 during the evening (enter after 4:30 p.m.) with current MCC ID.

**NEW Brighton/DCC Shuttle**

MCC offers direct shuttle service between the Brighton Campus and the Damon City Campus for students and employees with valid ID. The shuttle is wheel-chair accessible and operates weekdays during the fall and spring semesters. The shuttle schedule is available in the campus centers, at shuttle stops and on the MCC website.
Accessible Parking at DCC

Accessible parking is available in the St. Joseph's Garage, on surrounding streets or in other nearby service lots. Motorists with a disability who have official permits will receive preference when buying monthly passes at garages when there is a waiting list. When garages are full, motorists who need accessible parking may enter by showing the garage employee an official permit. For more information about permits, call the Rochester City Police Department at 585.428.6543.

DCC Services

A full range of academic and support services is provided for students, including admissions and financial aid counselors. Bilingual staff members are available to assist Spanish-speaking students.

The facility includes several electronic classrooms, computerized Integrated Learning Center, computerized Career and Transfer Center, fitness center, offices and meeting rooms for student activities. DCC students may also use physical education and recreation facilities at the Brighton Campus.

A Library and an Instructional Resource Center — the Electronic Learning Center — is located on the 4th floor. Services include access to books, magazines, electronic databases and computers with course software and Internet connectivity. Study rooms that can be signed out with a valid MCC ID are available in the DCC library.

In addition to traditional college programs, DCC offers Learning Communities and an array of enrichment programs such as:

**AmeriCorps**, a national community service initiative, places trained members in local not-for-profit and governmental programs to conduct activities in the areas of youth development and public safety. Upon completion of a year of service, participants receive a voucher to cover future educational costs or repay student loans.

**The Pre-Collegiate Initiative** facilitates projects for students enrolled in grades six through twelve. These projects include Upward Bound, Liberty Partnerships Program (LPP), and the Science and Technology Entry Program (STEP).

The Service-Learning Office works with students, faculty and the Rochester community to enhance the learning experience for students and improve the region’s economic and social well-being through academic coursework.

In DCC’s Massage Therapy Clinic, student massage therapists gain practical experience in this supervised, educational setting by providing massage therapy sessions. They specialize in relaxation massage using a variety of Western and Eastern massage therapy techniques. For more information on the Clinic or to schedule an appointment, call 585.262.1470.

DCC Hours

The Damon City Campus is open from 6 a.m. to 10 p.m. Monday through Friday, and from 7 a.m. to 5 p.m. Saturday. Classes are offered days, evenings and weekends during Spring, Fall and Summer sessions and Intersession.
Academic Calendar 2010 - 2011

Fall Semester 2010 (September 7 - December 23, 2010)

September 6* Monday Last Day for Dropping Courses via the Web with 100% Refund of Tuition and Fees (Preceding Business Day is Friday, September 3)*
September 6 Monday LABOR DAY - COLLEGE CLOSED
September 7 Tuesday CLASSES BEGIN - Late Registration Fee Required
September 13 Monday Last Day for 75% Refund of Tuition and Fees
September 13 Monday Last Day to Add a Course without Instructor/Departmental Approval (Green Slip)
September 20 Monday Last Day for 50% Refund of Tuition and Fees
September 27 Monday Last Day for 25% Refund of Tuition and Fees
September 27 Monday Last Day Students May Drop Course(s)
September 28 Tuesday Course Withdrawal Period Begins
November 24 Wednesday Last Day for a Student to Withdraw from an Individual Course With a Grade of “W”
November 24 Wednesday Last Day for Faculty to Recommend Course Withdrawals for Non-attendance
November 24 Wednesday Evening Classes Do Not Meet (classes beginning 5:00 p.m. or later)
November 25-28 Thurs-Sun THANKSGIVING RECESS - COLLEGE CLOSED (No-Courses)
November 29 Monday CLASSES RESUME
December 17 Friday Last Day of Classes
December 17 Friday Last Day for a Student to Process a Complete Withdrawal from the College with a Grade of “W”
December 18-23 Sat-Thurs FINAL EXAMINATION PERIOD FOR DAY, EVENING and SATURDAY CLASSES
December 24 - January 2 Friday- Sunday COLLEGE CLOSED
December 28 Tuesday Final Grades Due by 12:00 noon - ALL COURSES

*Weekend and holiday (Labor Day, Martin Luther King, Jr. Day, etc.) deadlines refer to transactions submitted via the Web. In person transactions must be completed by the preceding business day.

NOTE: All students who wish to receive a degree from Monroe Community College must file an “Intent to Graduate Application” upon registering for their last semester.

NOTE: Deadlines are different for varied length courses. Please visit www.monroecc.edu for additional details.
Intersession 2011 (January 3 - January 21, 2011)

January 2* Sunday Last Day for Dropping Courses via the Web with 100% Refund of Tuition and Fees
(Preceding Business Day is Thursday, December 23)*

January 3 Monday CLASSES BEGIN - Late Registration Fee Required

January 4 Tuesday Last Day for 90% Refund of Tuition and Fees

January 5 Wednesday No Refund of Tuition and Fees

January 6 Thursday Last Day Students May Drop Course(s)

January 7 Friday Course Withdrawal Period Begins

January 17 Monday MARTIN LUTHER KING, JR. DAY - COLLEGE CLOSED

January 18 Tuesday Last Day for a Student to Withdraw From an Individual Course With a Grade of “W”

January 18 Tuesday Last Day for Faculty to Recommend Course Withdrawals for Non-Attendance

January 21 Friday Last Day of Classes

January 27 Thursday Final Grades Due by 12:00 noon - ALL COURSES

Spring Semester 2011 (January 24 - May 26, 2011)

January 23* Sunday Last Day for Dropping Courses via the Web with 100% Refund of Tuition and Fees
(Preceding Business Day is Friday, January 21)*

January 24 Monday CLASSES BEGIN - Late Registration Fee Required

January 28 Friday Last Day to Add a Course without Instructor/Departmental Approval (Green Slip)

February 4 Friday Last Day for 50% Refund of Tuition and Fees

February 11 Friday Last Day for 25% Refund of Tuition and Fees

February 11 Friday Last Day Students May Drop Course(s)

February 12 Saturday Course Withdrawal Period Begins

February 19** Saturday WINTER RECESS BEGINS AT CLOSE OF SATURDAY CLASSES**

February 20-27** Sun - Sun WINTER RECESS – NO CLASSES**

February 28 Monday CLASSES RESUME

April 16** Saturday SPRING RECESS BEGINS AT CLOSE OF SATURDAY CLASSES**

April 17-24** Sun - Sun SPRING RECESS - NO CLASSES**

April 25 Monday CLASSES RESUME

April 30* Saturday Last Day for a Student to Withdraw From an Individual Course With a Grade of “W”
(Preceding Business Day is Friday, April 29)*

April 30* Saturday Last Day for Faculty to Recommend Course Withdrawals for Non-attendance (Preceding Business Day is Friday, April 29)*

May 20 Friday Last Day of Classes

May 20 Friday Last Day for a Student to Process a Complete Withdrawal from the College with a Grade of “W”

May 21-26 Sat - Thurs FINAL EXAMINATION PERIOD FOR DAY, EVENING and SATURDAY CLASSES

May 30 Monday MEMORIAL DAY - COLLEGE CLOSED

May 31 Tuesday Final Grades Due by 12:00 noon - ALL COURSES

TBA COMMENCEMENT

*Weekend and holiday (Labor Day, Martin Luther King, Jr. Day, etc.) deadlines refer to transactions submitted via the Web. In person transactions must be completed by the preceding business day.

**Dates may be adjusted to match Monroe County Public School Calendars.

NOTE: All students who wish to receive a degree from Monroe Community College must file an “Intent to Graduate Application” upon registering for their last semester.

NOTE: Deadlines are different for varied length courses. Please visit www.monroecc.edu for additional details.
### Summer Session 2011

#### Session I

**First 5-Week Day Session (May 31 – July 31, 2011)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 30</td>
<td>Monday</td>
<td>Last Day for Dropping Courses via the Web with 100% Refund of Tuition and Fees (Preceding Business Day is Friday, May 27)*</td>
</tr>
<tr>
<td>May 30</td>
<td>Monday</td>
<td>Memorial Day – COLLEGE CLOSED</td>
</tr>
<tr>
<td>May 31</td>
<td>Tuesday</td>
<td>CLASSES BEGIN - Late Registration Fee Required</td>
</tr>
<tr>
<td>June 1</td>
<td>Wednesday</td>
<td>Last Day for 90% Refund of Tuition and Fees</td>
</tr>
<tr>
<td>June 2</td>
<td>Thursday</td>
<td>No Refund of Tuition and Fees</td>
</tr>
<tr>
<td>June 6</td>
<td>Monday</td>
<td>Last Day Students May Drop Course(s)</td>
</tr>
<tr>
<td>June 7</td>
<td>Tuesday</td>
<td>Course Withdrawal Period Begins</td>
</tr>
<tr>
<td>June 25*</td>
<td>Saturday</td>
<td>Last Day for Students to Withdraw from Individual Courses in this Session via the Web with a Grade of “W” (Preceding Business Day is Friday, June 24)*</td>
</tr>
<tr>
<td>June 25*</td>
<td>Saturday</td>
<td>Last Day for Faculty to Recommend Course Withdrawals from this Session for Non-attendance via the Web (Preceding Business Day is Friday, June 24)*</td>
</tr>
<tr>
<td>July 1</td>
<td>Friday</td>
<td>Final Examination Period for First Five Week Session</td>
</tr>
<tr>
<td>July 1</td>
<td>Friday</td>
<td>Last Day of Classes for this Session</td>
</tr>
<tr>
<td>July 4</td>
<td>Monday</td>
<td>INDEPENDENCE DAY – COLLEGE CLOSED</td>
</tr>
<tr>
<td>July 5</td>
<td>Tuesday</td>
<td>Final Grades Due by 12:00 noon - ALL COURSES</td>
</tr>
</tbody>
</table>

#### First 6-Week Evening Session (May 31 – July 8, 2011)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 30*</td>
<td>Monday</td>
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<td>Monday</td>
<td>Memorial Day – COLLEGE CLOSED</td>
</tr>
<tr>
<td>May 31</td>
<td>Tuesday</td>
<td>CLASSES BEGIN - Late Registration Fee Required</td>
</tr>
<tr>
<td>June 1</td>
<td>Wednesday</td>
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</tr>
<tr>
<td>June 2</td>
<td>Thursday</td>
<td>No Refund of Tuition and Fees</td>
</tr>
<tr>
<td>June 7</td>
<td>Tuesday</td>
<td>Last Day Students May Drop Course(s)</td>
</tr>
<tr>
<td>June 8</td>
<td>Wednesday</td>
<td>Course Withdrawal Period Begins</td>
</tr>
<tr>
<td>June 30</td>
<td>Thursday</td>
<td>Last Day for Students to Withdraw from Individual Courses in this Session with a Grade of “W”</td>
</tr>
<tr>
<td>June 30</td>
<td>Thursday</td>
<td>Last Day for Faculty to Recommend Course Withdrawals from this Session for Non-attendance</td>
</tr>
<tr>
<td>July 4</td>
<td>Monday</td>
<td>INDEPENDENCE DAY – COLLEGE CLOSED</td>
</tr>
<tr>
<td>July 8</td>
<td>Friday</td>
<td>Last Day of Classes for this Session</td>
</tr>
<tr>
<td>July 11</td>
<td>Monday</td>
<td>Final Grades Due by 12:00 noon - ALL COURSES</td>
</tr>
</tbody>
</table>

**Session II**

**Second 5-Week Day Session (July 11 – August 12, 2011)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 10*</td>
<td>Sunday</td>
<td>Last Day for Dropping Courses via the Web with 100% Refund of Tuition and Fees (Preceding Business Day is Friday, July 8)*</td>
</tr>
<tr>
<td>July 11</td>
<td>Monday</td>
<td>CLASSES BEGIN - Late Registration Fee Required</td>
</tr>
<tr>
<td>July 12</td>
<td>Tuesday</td>
<td>Last Day for 90% Refund of Tuition and Fees</td>
</tr>
<tr>
<td>July 13</td>
<td>Wednesday</td>
<td>No Refund of Tuition and Fees</td>
</tr>
<tr>
<td>July 16*</td>
<td>Saturday</td>
<td>Last Day Students May Drop Course(s) via the Web (Preceding Business Day is Friday, July 15)*</td>
</tr>
<tr>
<td>July 17</td>
<td>Sunday</td>
<td>Course Withdrawal Period Begins</td>
</tr>
<tr>
<td>August 6*</td>
<td>Saturday</td>
<td>Last Day for Students to Withdraw from Individual Courses in this Session via the Web with a Grade of “W” (Preceding Business Day is Friday, August 5)*</td>
</tr>
<tr>
<td>August 6*</td>
<td>Saturday</td>
<td>Last Day for Faculty to Recommend Course Withdrawals from this Session for Non-attendance via the Web (Preceding Business Day is Friday, August 5)*</td>
</tr>
<tr>
<td>August 12</td>
<td>Friday</td>
<td>Last Day of Classes for this Session</td>
</tr>
<tr>
<td>August 15</td>
<td>Monday</td>
<td>Final Grades Due by 12:00 noon - ALL COURSES</td>
</tr>
</tbody>
</table>

*Weekend and holiday (Labor Day, Martin Luther King, Jr. Day, etc.) deadlines refer to transactions submitted via the Web. In person transactions must be completed by the preceding business day.

**NOTE:** All students who wish to receive a degree from Monroe Community College must file an “Intent to Graduate Application” upon registering for their last semester.

**NOTE:** Deadlines are different for varied length courses. Please visit www.monroecc.edu for additional details.
Second 6-Week Evening Session (July 11 - August 19, 2011)

- **July 10** (Sunday): Last Day Dropping Courses via the Web with 100% Refund of Tuition and Fees (Preceding Business Day is Friday, July 8)*
- **July 11** (Monday): CLASSES BEGIN - Late Registration Fee Required
- **July 12** (Tuesday): Last Day for 90% Refund of Tuition and Fees
- **July 13** (Wednesday): No Refund of Tuition and Fees
- **July 18** (Monday): Last Day Students May Drop Course(s)
- **July 19** (Tuesday): Course Withdrawal Period Begins
- **August 11** (Thursday): Last Day for Students to Withdraw from Individual Courses in this Session with a Grade of “W”
- **August 11** (Thursday): Last Day for Faculty to Recommend Course Withdrawals from this Session for Non-attendance
- **August 19** (Friday): Last Day of Classes for this Session
- **August 22** (Monday): Final Grades Due by 12:00 noon - ALL COURSES

*Weekend and holiday (Labor Day, Martin Luther King, Jr. Day, etc.) deadlines refer to transactions submitted via the Web. In person transactions must be completed by the preceding business day.

**NOTE:** All students who wish to receive a degree from Monroe Community College must file an “Intent to Graduate Application” upon registering for their last semester.

**NOTE:** Deadlines are different for varied length courses. Please visit www.monroeccc.edu for additional details.
Applying to the College (Matriculation)

Students interested in pursuing a degree or certificate at Monroe Community College apply to a particular program through the Admissions Office and must meet all entrance requirements for that program.

Admission Categories

A. HIGH SCHOOL GRADUATES

Students who will earn or have earned a local or Regents high school diploma.

B. EARLY ADMISSION

Recognizing that certain high-achieving high school students may benefit by beginning college earlier than their scheduled college entry date, Monroe Community College offers an Early Admission Program for qualified high school students.

The student is admitted to a specific degree program on a full-time basis at MCC before completing formal course work for the high school diploma. Successful completion of the freshman year at MCC and prior agreement with the student’s high school entitles the student to their high school diploma.

Requirements for Early Admission

• Applicants must be recommended by their high school counselor and must complete an interview with an admissions counselor.
• An early admission contract must be signed by the student and the high school counselor, and be submitted to the Admissions Office.
• Before acceptance, all early admission candidates must take the MCC placement test and receive a score that is at the college level.

C. STUDENTS WHO HAVE EARNED A HIGH SCHOOL EQUIVALENCY DIPLOMA (GED)

Prospective students who have not earned a high school diploma or GED, but whose scheduled date of graduation has passed, must meet minimum federal requirements on our placement exam in order to be considered for admission.

IEP DIPLOMA

The State Education Department has ruled that unlike the high school diploma or the high school equivalency diploma, an Individualized Education Plan (IEP) Diploma “is not an indicator of successful completion of high school study,” thus community colleges are under no legal obligation to accept IEP students under the terms of the State’s full opportunity policy.

Any student with an IEP Diploma, or those who do not have a high school diploma or its equivalent, must successfully complete an approved ability-to-benefit test as required by the U.S. Department of Education pursuant to Section 484 (d) of the Higher Education Act of 1965 to be considered for admission.

D. STUDENTS WITHOUT A HIGH SCHOOL DIPLOMA

Students who will earn or have earned a local or Regents high school diploma.

E. TRANSFER STUDENTS AND ADVANCED STANDING CREDIT

A candidate for admission who has completed previous college coursework is required to follow the regular application procedure. The candidate must also request the registrar of the college(s) previously attended to send an official transcript of his or her academic record to the Admissions Office at Monroe Community College. The transcript(s) must be received before a decision can be made on the application. Transfer credit is awarded from colleges and universities that are recognized by an appropriate accrediting agency, such as Middle States Association of Colleges and Schools or the American Council of Education (ACE).

F. READMITTED STUDENT

A student who has previously attended MCC but has stopped out more than one semester or is returning to a different program must re-apply. Students who stopped out for one semester and returning to same program don’t re-apply.

Students who wish to return to the College and be considered for financial aid but do not have a high school diploma or GED must complete Placement Testing and meet federal guidelines prior to being admitted.

G. SECOND DEGREE CANDIDATES

A student wishing to pursue a second degree at MCC must reapply for admission.

H. HOME-SCHOoled STUDENTS

Monroe Community College welcomes home schooled students who wish to enroll at the College. There are two categories of enrollment for home-schooled students: matriculated (formally accepted to the College and working toward a degree) and non-matriculated (not formally accepted to the College).

In order for home-schooled students to become officially matriculated, MCC must follow the New York State Department of Education regulations. According to the regulations of the Commissioner of Education, section 100.10, “Students instructed at home are not awarded a high school diploma. A high school diploma
may only be awarded to a student enrolled in a registered secondary school who has completed all program requirements set by the Regents, the school or the district.”

Home-schooled students who intend to matriculate into the College must meet minimum scores on the MCC placement exam, and either the date of their regularly scheduled high school graduation must have passed, they have passed the General Education Development (GED) exam, or provide a letter from their school district superintendent verifying that they have completed the equivalent of a 4-year high school course of study.

Home-schooled students wishing to begin their studies as non-matriculated are encouraged to meet with an admissions counselor prior to registering for classes and to complete placement testing to ensure proper course selection. Previously earned credits as a non-matriculated student may be applicable toward a degree or certificate, once the student is matriculated.

All home-schooled students are strongly encouraged to meet with an admissions counselor prior to enrolling at MCC to be advised on the policies for home-schooled students.

I. CORRESPONDENCE HIGH SCHOOL DIPLOMAS

Students possessing non-traditional high school diplomas, such as correspondence schools, must provide proof that the Department of Education from the state the diploma was issued recognizes this diploma as indication of high school graduation.

J. COMPETITIVE ADMISSIONS PROGRAMS

Nursing, Dental Assisting, Dental Hygiene and Radiologic Technology are competitive admissions programs. Please contact the Admissions Office regarding current program criteria and/or geographic limitations. Admitted students who do not register within a provided deadline will be dropped.

K. INTERNATIONAL STUDENTS

Any applicant who is not a citizen or documented permanent resident (non-immigrant) of the United States and wishes to study at the College must do so under an F-1 (student) visa. Applicants must demonstrate satisfactory academic achievement in high school and any previous college work.

Application Procedures for International Students

1. Download the International Student Application for Admission at www.monroeccc.edu or write to the Admissions Office to obtain an International Student information packet and application.

2. Meet program of study requirements as outlined in this catalog. Programs of study that are available to International Students are listed on the International Application for Admission. International students are not generally admitted to our English for Speakers of Other Languages (ESOL) program.

3. Submit documented evidence of adequate financing to cover cost of tuition, fees, books, room, board and other living expenses. Financial aid is not available to international students. International students seeking transfer credit should have their foreign credentials evaluated by World Education Services (WES) at: info@wes.org, 1.800.937.3899.

4. Submit translated official high school and college transcripts.

5. All applicants from countries where English is not the primary language or the language of education must submit the results of the Test of English as a Foreign Language (TOEFL). Minimum score for consideration is 173 the computer-based, 500 on the paper-based or 61 on the Internet-based.

6. International students who hold a F1 or J-1 visa are required to have accident and illness insurance. It is necessary to purchase health insurance in order to receive care when you are sick or injured. The health insurance requirement can be met through the purchase of the student health insurance plan available through the college. Further information about the plan is available online at the Health Services website www.monroeccc.edu/go/health. The cost of the insurance is added to your student bill. Insurance is also available for dependent students. Students who submit proof of alternate comparable U.S. insurance coverage may be eligible for a waiver to decline the college health plan. Requests for a waiver from the college health insurance should be submitted in writing to the Health Services Department Building 3, Room 165 within 30 days of the start of the semester. Please include a copy of the insurance identification card and verification of the benefits. The alternate insurance must include comprehensive benefits for doctor and dentist visits, diagnostic tests, medications, emergency care and hospitalization.

Application Deadline for International Students

Applicants for January admission must complete admissions procedures by November 15. Applicants for September admission must complete admissions procedures by June 1. Final evaluation will take place when all admissions credentials have been submitted. Accepted students will be issued an I-20.

To request information on the Test of English as a Foreign Language (TOEFL) write to: P.O. Box 6151, Princeton, NJ 08541-6151, USA. Telephone: 609.951.1100. FAX: 609.771.7681. Official score reports will be sent directly from Educational Testing Service (ETS) to Monroe Community College, if designated by the applicant. MCC’s school code is 2429.

L. ADMISSION OF EX-OFFENDERS

SUNY policy requires applicants for admission as undergraduates and graduate students to report whether they have been convicted of a felony or have been dismissed from an institution of higher education for disciplinary reasons. The felony/dismissal question is now on all MCC admission applications. As a result, prospective students who are academically eligible and respond affirmatively to the felony/dismissal question are being given a “registration hold” on their application while additional information is sought and authority for a background investigation is obtained.

The Director of Public Safety, the Director of Admissions, the Associate Vice President of Student Services and the Vice President of Student Services serve as the College Admissions Review Committee and review each ex-offender application. The Director of Admissions coordinates all final processing and notification to the applicant. The written policy is still in the review process and will be formally communicated to the campus community when finalized. Any community member who has concerns regarding an
Registering for Courses for Personal Enrichment (Non-Matriculated)

A non-matriculated student is one who is taking courses to satisfy personal needs and interests without applying for candidacy for a degree or certificate. Students attending non-matriculated are not eligible to receive financial aid.

The College reserves the right to require placement testing and/or a personal interview for anyone wishing to register for classes. Non-matriculated students required to take placement testing must score at a satisfactory level according to Monroe Community College in order to register. MCC will deny registration privileges to any student who does not comply with this procedure.

Choosing a program

If the career you want to pursue is not listed, contact the Admissions Office or Transfer and Placement Office for advisement. MCC can also provide the appropriate academic foundation to transfer to bachelor's degree programs in most pre-professional fields. If you are undecided about a program choice, you can choose the Undeclared option. This allows you time to explore different career options and discuss opportunities with appropriate College faculty.

When to Apply

Applications are accepted on a rolling basis. Typically, an early application helps assure qualified applicants of acceptance to their program of choice.

Certain programs such as Automotive Technology, Dental Hygiene, Radiologic Technology and Nursing are high-demand programs. These programs fill early in the application year. Applicants to these programs are encouraged to apply as soon as possible. Applications for Dental Assisting, Dental Hygiene and Radiologic Technology must be submitted by January 31. Applications for Nursing must be submitted by January 31 for the Fall semester and October 31 for the Spring semester.

Why apply?

- Lock in degree requirements
- Apply for financial aid
- To receive advisement information for your program
- Work toward an associate's degree
- Preferential registration
- Develop closer ties to department faculty
- To attain full-time status

To Apply

1. Complete the Application for Admission
2. Submit the application fee ($20)
3. Submit transcripts from high school and colleges (if applicable) directly to MCC. Applicants with General Equivalency Diplomas must also send their score reports.
4. Complete Placement testing, if required. The results of standardized tests, such as the American College Test (ACT) or the SAT, assist the Admissions Committee in admissions decisions but are not a requirement for admission. These tests are also considered when identifying which students need to take Placement testing. Those planning to transfer to a four-year college should give attention to such examinations as some transfer colleges require them.

Interviews are encouraged for students who have questions or wish to discuss their plans with a counselor. Interviews are required only when the Admissions Committee would like to provide or receive more information. In such cases, the Admissions Office will arrange for the interview.

TO APPLY FOR ADMISSION, APPLY ONLINE AT WWW.MONROECC.EDU OR CONTACT THE ADMISSIONS OFFICE AND ASK FOR AN ADMISSIONS PACKET.
Conditional Acceptance
An applicant may be accepted conditionally. This means that the student must satisfy certain requirements before or during the first semester. Examples of conditional acceptance include:
- Submission of transcripts.
- Completion of entrance requirements during the summer or first semester.
- A minimum grade-point average for the first semester of enrollment.
- Limited credit hours during the first semester of enrollment.
Failure to satisfy admission conditions can forfeit your matriculation or result in academic suspension.

GED Earned Through College Credit (24 Credit Hour Option)
Prospective students who have not earned a high school diploma or equivalency, but whose scheduled high school graduation date has passed, may be issued a New York State High School Equivalency Diploma after successfully completing 24 college credits as prescribed by the NYS Education Department. These credits must apply toward a degree or certificate program at Monroe Community College.
Placement testing must be completed prior to admission. Minimum scores on the placement test must be achieved based on federal requirements in order to be admitted.

Student Medical Requirements
All college applicants are required to submit the MCC Health History form. This form must be completed and returned to Health Services, Building 3 – Room 165, prior to the beginning of classes.
All students enrolled in Health Career Programs or participating on athletic teams are required to submit a physical examination completed by their health care provider to Health Services for review prior to the start of their program or sport. The Health Career Programs include: Nursing, Radiologic Technology, EMT, Dental Assisting, Dental Hygiene, Massage Therapy and Health Information Technology (second semester). Students enrolled in Medical Career Programs or planning to participate in sports teams have additional immunization requirements: current tetanus immunization (within 10 years), Hepatitis B vaccine or waiver and tuberculosis testing (PPD). Done yearly for all medical programs.

Student Immunization Requirements
Immunization requirements must be submitted prior to the start of classes. Students who fail to meet the NYS requirements will be withdrawn from classes after 30 days.
New York State Public Health Law requires all post-secondary students attending colleges and universities to demonstrate proof of immunity, immunization or history of disease to measles, mumps, and rubella. This law applies to students born on January 1, 1957 or later and taking six or more credit hours. A student’s health care provider records, health department records, military records and/or high school immunization records must be submitted to Health Services for proof of NYS compliance requirements. Student account holds will be placed 30 days following the start of classes for those who fail to meet the NYS requirement.
1. MEASLES, MUMPS, RUBELLA
   Students must submit medical documentation of having received two measles vaccinations, one mumps vaccination and one rubella vaccination. All the vaccines must be with live vaccine and must be given on or after your first birthday.
2. MENINGITIS
   NYS Public Health Law 2167 requires all students regardless of age or number of credit hours to submit:
   Medical record documenting meningitis immunization in the past 10 years.
   Or
   Signed waiver form which reflects the student is informed of the risks of meningitis and chooses to refuse the vaccination. Waiver forms are available online through the Health Services web page www.monroecc.edu/go/health or can be obtained at the Health Services Office and the Damon City Campus Student Services Office. The Monroe County Health Department provides clinics to receive the meningitis vaccination throughout the year. The meningitis vaccination may also be available through your primary care provider.

Campus Tours
Brighton Campus
585.292.2200
Damon City Campus
585.262.1740
Applicants are encouraged to visit MCC’s Brighton Campus, Damon City Campus and Applied Technologies Center.
To arrange a tour of the Brighton or Damon City campuses, call the Admissions Office for a schedule of tours. Self-guided Walking Tour Brochures are also available if you are not able to take a scheduled tour.

Applied Technologies Center
585.292.3700
Tours of the Applied Technologies Center are handled through the individual departments housed there. Requests for special group tours are encouraged and easily honored with advance notification.
Interrupted Attendance
(“Stopping Out”)

Students **MUST** re-apply through the Admissions Office in the following scenarios:

- Student stops out for more than one Fall or Spring academic semester and wants to be matriculated.
- Student stops out just one semester but wants to change their major.
- Student does a complete withdrawal from a Spring or Fall semester and wants to return the next semester in a different major (e.g. withdraws from Fall and wishes to attend Spring).
- Student does a complete withdrawal in a Fall or Spring semester, and returns after missing the next academic semester and wishes to change programs.

Students **who do NOT** need to re-apply through the Admissions Office:

- Student wishes to attend as non-matriculated (not eligible for Financial Aid) and take fewer than 12 credit hours.
- Student stopped out for one Spring or Fall semester and wishes to come back either full or part-time in the same major.
- Student does a complete withdrawal from a Spring or Fall semester and wants to return the next semester in the same major (e.g. withdraws from Fall and wishes to attend Spring).
- Student does a complete withdrawal in a Fall or Spring semester and returns after missing the next academic semester and wishes to be matriculated in the same program.

All students in high demand and 2+2 programs cannot be matriculated back into their program after stopping out or withdrawing. They will be quick admitted in the appropriate alternative program.

Cross Registration

Monroe Community College participates in the Cross-Registration Program as a member of the Rochester Area Colleges (RAC). This program allows full-time matriculated students to register for a course at another RAC college or university on a space-available basis. Students may register only for courses that are not offered at MCC during the semester, and only after the students at the other institution have completed their registration. There is no tuition charge for Cross-Registration providing the student is a full-time student (minimum of 12 credit hours) at MCC. This program is not available during Intersession or Summer terms. Further details, information and forms regarding the Cross-Registration Program are available in the Registration and Records Office.

Transcripts

A student may request an official transcript by:

- Requesting transcript online at: www.monroecc.edu
- Downloading a request form from the MCC website at www.monroecc.edu.
- Completing a transcript application form available in the Registration and Records Office.
- Writing to the Registration and Records Office stating name, social security number and designated recipients.

There is a $3.00 fee for each transcript requested. If a student has an outstanding debt to the college, academic records will not be released until full payment is made. All official transcripts are mailed to the designated recipient.
Types of Financial Aid

- Alternative Educational Aid Programs
- Grants
- Loans
- Scholarships
- Work-Study

Want to find out more about paying for college?

Visit MCC’s Financial Aid Office online at www.monroecc.edu/go/finaid
Peer Mentors

In the Peer Assistant Resource Center (PARC), you will find a very diverse population of student leaders called Peer Mentors. Their role? To find ways to make your time and experience at MCC more purposeful and successful.

These students are trained to assist you in your transition to college life at MCC. They can provide support and encouragement or help you learn specific skills – like how to deal with homesickness or how to balance a checkbook. Programs are presented throughout the year on issues that affect your daily life. These programs are presented by students who have faced the same challenges in their lives. Peer Mentors are a welcome resource when you simply need a helping hand.
FINANCIAL INFORMATION/ AID

**Residency Requirements**

New York State law requires that all students file proof of residence each academic year. For New York State residents, the proper form should be submitted upon registration. Until you comply with this requirement, you will be billed the non-resident tuition rate (twice the resident rate).

**Residents of Monroe County**

If you have been a permanent legal resident of New York State for the past year, and a resident of Monroe County for the last six months, complete a Residency Certificate/Affidavit, sign it, and submit it with your registration.

**Residents of Other New York State Counties**

If you have been a permanent legal resident of New York State for the past year, but you have lived outside of Monroe County, please:

- Complete the Residency Certificate/Affidavit.
- Have your signature notarized.
- Take or mail the Affidavit to your County Treasurer. The Treasurer will keep the Affidavit and give you a Certificate of Residence.
- Submit that form with your registration.

Important: Certificate of Residence CANNOT be dated more than sixty (60) days prior to the start of the semester.

You have thirty (30) days after the start of the semester to submit your certificate of residence to the campus, failure to meet this deadline will result in you being charged double tuition.

If you have questions about obtaining the Certificate, call your County Treasurer.

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# Tuition and Fees*

**Full-time students: 12 credit hours or equivalent per semester**

- Application fee, non-refundable .................................................. 20.00
- **Tuition, New York State residents** ........................................... 1500.00 per semester
- Tuition, non-residents ................................................................. 3000.00 per semester
- Health Fee .................................................................................. 5.00 per semester

**Part-time students: Fewer than 12 credit hours or equivalent per semester**

- **Tuition, New York State residents** ........................................... 125.00 per credit hour
- Tuition, non-residents ................................................................. 250.00 per credit hour
- Health Fee or more credit hours or equivalent ......................... 5.00 per semester

**Student Life Fee (Fall and Spring)**

- Non-Matriculated
  - 12 credit hours or equivalent .................................................. 105.25 per semester
  - 9-11 credit hours or equivalent ................................................. 88.25 per semester
  - 5-8 credit hours or equivalent .................................................. 42.00 per semester
  - 1-4 credit hours or equivalent .................................................. 25.50 per semester

- Matriculated
  - 12 credit hours or equivalent .................................................. 105.25 per semester
  - 9-11 credit hours or equivalent ................................................. 90.50 per semester
  - 5-8 credit hours or equivalent .................................................. 44.25 per semester
  - 1-4 credit hours or equivalent .................................................. 27.75 per semester

**Summer $2.00 per student**

**Other Fees**

- Re-registration Fee ................................................................. 25.00
- Laboratory/Service Fees ......................................................... 10.00 - 195.00
- Transcript Fee ......................................................................... 3.00 per copy
- Returned Check Fee ............................................................... 20.00
- Refund Payment Fee ............................................................. 35.00
- Late Registration Fee .............................................................. 25.00
- International Student Insurance Fee (Mandatory) ..................... Fall/Spring - 125.00
- Spring Only - 85.00
- Online Course Fee ................................................................. 16.00/credit hour
- Parking Fee: ........................................................................... Fall/Spring 75.00 per term
- GreenSaver Rideshare ............................................................. Summer $50.00

**Technology Fee (per applicable session)**

- 12 or more credit hours or equivalent .................................. 75.00
- 9-11 credit hours or equivalent ................................................. 50.00
- 5-8 credit hours or equivalent .................................................. 35.00
- 1-4 credit hours or equivalent .................................................. 10.00

*Residence certificate affidavit must be on file to receive resident tuition rate.

**Accident insurance is mandatory for students registered for 9 credit hours or equivalent and students in physical education or health-related courses. It is optional for students registered for 9 or fewer credit hours or equivalent who are NOT enrolled in physical education or health-related courses.

**Off-Peak and Dual Credit**

Tuition for off-peak classes is $83.00 per credit hour. These classes are listed under “Sunrise Semester”. Tuition for high school students taking college credit classes (dual credit classes) at their high schools is $40.00 per credit hour. Please note: both off-peak and dual credit rates apply only to part-time students (students enrolled in less than 12 credit hours). For students who do not qualify for NYS residency as described under “Residency Information”, the tuition rate is doubled.

**The fee for Credit-by-Examination** is equal to the cost of one credit hour.

**Additional insurance fees may be required by some programs.**

**The Student Life Fee includes** $1 for a photo ID (all students), $4 orientation fee (for students registering for 9 or more credit hours), $1 orientation fee (for students registering for 5 to 8 credit hours). **Note:** Monroe Community College may find it necessary to make changes in tuition and fees and reserves the right to do so.

# Residence Hall Charges

**Singles:**
- Fall/Spring $6,500 ($3,250/semester)

**Doubles:**
- Fall/Spring $6,700 ($2,850/semester)

**Intersession**
- $500/single room
- $450/double

*Cost of housing is subject to change.*
Non-New York State Residents
If you have not been a permanent legal resident of New York State for the year preceding registration, you must pay non-resident tuition. Non-residents include:

• International students (holding an F-1 Visa)
• Temporary residents (those with short-term job assignments or out-of-state residents attending another local college, for example).
• Any person who has in the United States on a Visa.

Immigrants must have and be able to prove permanent resident status (official INS documentation) as well as residence within New York State (for one year prior to enrollment) to qualify for resident tuition.

Providing the College with proof of residency is an important step in your registration process. Please call the Student Accounts Office if you have questions about the proper way to complete this requirement.

Student Accounts Office
Brighton Campus - 585.292.2015
Damon City Campus - 585.262.1670

Automatic Payment Plan
Monroe Community College is pleased to provide a payment plan for students who do not have resources to pay the bill in full or who may not qualify for sufficient financial aid to cover the entire bill.

PLEASE NOTE: YOU MUST PAY YOUR BILL IN FULL OR ENROLL IN THE PAYMENT PLAN BY THE DUE DATE ON YOUR BILL IN ORDER TO SECURE YOUR REGISTRATION.

Follow these steps to log in to your student account to view/pay your bill or enroll in the payment plan:

• Go to www.monroeccc.edu
• Click on Current Students
• Click on Student Records
• Log in with your Student ID Number (or SS#) and PIN (Birthdate:mmddyy)
• At the Main Menu, Click on Student, then Student Account
• Set-up payment plan

Payment Methods are as follows:
• Automatic bank payment (ACH)
• Credit/Debit Card

Cost to Participate
• $35 nonrefundable enrollment fee

The payment schedule and the appropriate percentages are noted below.

**If your due date is later than the enrollment date, click on the eCashier link on your student account for other plan options.

Payment schedule for students living in the residence halls:

<table>
<thead>
<tr>
<th>Percent of bill due</th>
<th>Fall Semester Due Date</th>
<th>Spring Semester Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>July 15</td>
<td>December 15</td>
</tr>
<tr>
<td>25%</td>
<td>August 15</td>
<td>January 15</td>
</tr>
<tr>
<td>25%</td>
<td>September 15</td>
<td>February 15</td>
</tr>
</tbody>
</table>

For all other students:

<table>
<thead>
<tr>
<th>Percent of bill due</th>
<th>Fall Semester Due Date</th>
<th>Spring Semester Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>July 15</td>
<td>December 15</td>
</tr>
<tr>
<td>20%</td>
<td>August 15</td>
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</tr>
<tr>
<td>20%</td>
<td>September 15</td>
<td>February 15</td>
</tr>
<tr>
<td>20%</td>
<td>October 15</td>
<td>March 15</td>
</tr>
<tr>
<td>20%</td>
<td>November 15</td>
<td>April 15</td>
</tr>
</tbody>
</table>

Tuition Refund Schedule

Fall and Spring Semesters:
• Drop prior to start of classes: 100% of tuition and refundable fees
• Drop during first week of classes: 75% of tuition and refundable fees
• Drop during second week of classes: 50% of tuition and refundable fees
• Drop during third week of classes: 25% of tuition and refundable fees
• Withdrawal: No Refund

Summer Sessions:
• Drop prior to the start of classes: 100% of tuition and refundable fees
• Drop prior to third day of classes: 90% refund of tuition and refundable fees
• Drop as of the third day of classes: no refund

Courses which are less than a full semester in duration:
• Drop prior to first class day: 100% of tuition and refundable fees
• Drop as of the first class day: no refund

Tuition Refund Appeals Process

If a student feels he or she has an extenuating circumstance which justifies an exception to the refund policy, he or she may appeal to the Tuition Refund Committee in the following manner:

• The Tuition Refund Committee will review appeals received no later than 120 days from the end of the term in which the course was offered.
• Appeals received after the deadline will not be reviewed.
• All requests must be submitted in writing to the Tuition Refund Committee and must include supporting documentation (e.g., copies of registration form, drop/add forms, medical verification) and the Tuition Refund Appeal Form.
• Appeals received without the proper documentation and form will not be reviewed.
• Appeals must be made by the student. Appeals made “on behalf of” a student will not be reviewed.
• Drop/add refund dates are widely publicized. Therefore, appeals based on lack of awareness of the dates will not be reviewed.

PLEASE NOTE: THE COMMITTEE’S DECISIONS ARE FINAL

Criteria for Appeals

A. Personal Emergencies:
• Death of the student or death in the student’s immediate family (parent, sibling, offspring, spouse). Next of kin may file an appeal for a deceased student.
• Unforeseen Medical incapacitation.

B. Administrative errors

C. Military Duty - orders must accompany appeal

The Tuition Refund Committee does NOT, under any circumstances, take phone calls. All appeals MUST be submitted in writing.
Monroe Community College participates in Federal Title IV and New York State financial aid programs and has institutional grant/scholarship monies available. Annually over 10,000 students receive financial aid totaling approximately $70 million dollars.

Students who need financial aid to attend MCC should carefully read all of the information in this catalog. The Financial Aid Office is open 8:45am-4:45pm, Monday-Friday (when the College is open). Students are encouraged to ask questions. You can receive in-person assistance in the Brighton office (Building 6, Room 207), or at the Damon City Campus, or by calling 292-2050 or by visiting www.monroecc.edu/go/finaid, or by e-mailing financialaid@monroecc.edu.

How To Find Out About Financial Aid Programs

The MCC Catalog tells you about Federal, New York State and college financial aid that may be available to matriculated students at MCC, and how to apply for these programs. Other sources that you can use to find out about financial aid include:

You can find out about Federal Title IV financial aid programs for which you may be eligible, by calling 1-800-4-Fed-Aid (1-800-433-3243) or on the internet at www.studentaid.ed.gov. New York State residents can also find out about New York State programs by calling 1-888-NYSHESC (1-888-697-4372) or on the internet at www.hesc.com.

MCC’s website provides links to a number of free scholarship searches at www.monroecc.edu/go/scholarships. Many companies and labor unions have programs to help pay the cost of post-secondary education for employees, members, or their children. Students should also check foundations, fraternities or sororities, town or city clubs to see if they offer financial aid assistance. Be sure to include community organizations.

All financial aid information can be obtained at no charge to the student. If you inquire about financial aid and are asked to pay a fee by any organization please contact the MCC Financial Aid Office with details.

If you or your spouse are a veteran or the dependent of a veteran, veterans educational benefits may be available. Check with MCC’s Veteran’s Office located in MCC’s Counseling Center (Building 1, Room 231).

General Information

Monroe Community College participates in the following financial aid programs:

Federal Title IV Programs:
- Federal Pell Grants
- William D. Ford Federal Direct Student Loan Program: Federal Stafford, subsidized and unsubsidized, Federal Parent Loan for Students - FDSL
- Federal Supplemental Educational Opportunity Grant - FSEOG
- Federal Work Study - FWS
- Aid to Native American Students
- Academic Competitiveness Grant

New York State Programs:
- Tuition Assistance Program-TAP (full-time students only), TAP - part time (restrictions apply)
- Aid for Part-Time Study (APTS) (Part time students only)
- State Special Scholarships such as Children of Deceased or Disabled Veterans, Children of Deceased or Disabled Police Officers or Firefighters, World Trade Center Memorial Scholarship and others. For more information on New York state special scholarships contact: New York State Higher Education Services Corporation (NYSHESC), Office of Grants and Scholarships, Albany, NY 12212-5097, or call 1-518-473-7087, or go to www.hesc.com
- Scholarships for Academic Excellence: Contact NYSHESC or a high school guidance office.

Monroe Community College:

MCC offers a number of criteria based scholarships. There is a general financial aid scholarship application and brochure, as well as information on other scholarships available from outside sources. You may contact the financial aid offices at the Brighton or Damon City Campus for further information or go to www.monroecc.edu/go/scholarships
Please Note: Grant and scholarship awards are usually funds you do not have to pay back. The Federal Work-Study program allows you to work on campus and earn money to help pay your school expenses. Loans are money that you borrow and you must repay with interest.

Student Eligibility

To receive consideration for financial aid from the Federal Title IV programs you must:

1. Complete the Free Application for Federal Student Aid (FAFSA) or Renewal Application.

2. Have a high school diploma or General Equivalency Diploma. If no high school diploma or GED, you must pass an ability to benefit test approved by the U.S. Department of Education. Students without a high school diploma or GED will be tested in MCC's Testing Center prior to being admitted.

3. Be accepted for admission into a program of the College approved for Federal financial aid working toward a degree or certificate (matriculated*). If you graduate from one program, you must admit to a different program in order to be considered matriculated.

4. Be a U.S. Citizen or eligible noncitizen.

5. Have a valid social security number.

6. Sign a statement of Educational Purpose and a certification statement on overpayment and default (found on the FAFSA).

7. Register with Selective Service (males age 18-25) if required to do so by law.

8. Complete all verification and federal reject codes requirements. Students may be selected for verification or clarification of application information. No aid eligibility can be processed until the student provides required information. If provided information varies from the application information, the student’s record may have to be submitted to the Federal Central Processor for corrections before any aid is processed.

9. Maintain satisfactory academic progress in your degree or certificate program to continue receiving funds. See the Title IV satisfactory academic progress section of this catalog.

10. Not be in default on any prior educational loans.

11. Not have borrowed in excess of Federal aggregate loan limits.

*Students must be matriculated in order to receive funding from any financial aid program. Contact MCC’s Admissions’s Office for applications and information, 292-2200.

Financial Need

Financial Aid from most of the major federal programs is based on financial need (except for unsubsidized Federal Direct Stafford and PLUS loans). When you apply for federal student aid, using the Free Application for Federal Student Aid (FAFSA) the information you provide is used in a formula established and approved by the U.S. Congress called Federal Methodology (FM). The formula calculates your Expected Family Contribution (EFC). This is the amount that you and your family will be expected to have available to contribute to your education. If your EFC is below an amount set by the federal government, you should be eligible for a Federal Pell Grant, assuming you meet all other eligibility requirements. Your EFC is also used in an equation to determine how much funding you may need to attend school.

Cost of Attendance - EFC = Estimated Financial Need to Attend School

The Financial Aid Office subtracts your EFC from your cost of attendance. You can get further information on the EFC formula by contacting the U.S. Department of Education at 1-800-4FEDAID, or their internet site at www.studentaid.ed.gov.
Special Conditions

Sometimes a family may have extenuating circumstances that are not reflected on the FAFSA. Examples are a change in income or loss of a job; separation, divorce, or death of a family member, high medical or dental expenses, or other situations.

In such instances a student can request the MCC Financial Aid Office to use professional judgment to re-evaluate their federal aid eligibility. In all cases, students must first file a FAFSA.

When the results are at MCC the students can fill out a Special Conditions form and attach required documents.

Cost of Attendance

(COA)

This is the amount that the Financial Aid Office estimates it will cost you to attend MCC for one academic year. The COA is calculated based on rules established by the U.S. Congress. The COA includes tuition and fees, allowances for room and board, books, supplies, transportation, loan fees, purchase or lease of a computer, dependent care costs, costs related to disability and miscellaneous expenses. Note that students must supply documentation of computer costs, dependent care costs and costs related to disability to have these included in the COA. This is required as expenses for these areas do not apply to all students and may vary significantly from student to student. For students who attend less than six semester hours each semester, the COA includes only tuition and fees and an allowance for books, supplies, and transportation. Students with unusual expenses may request an evaluation of their COA by submitting a letter to the Financial Aid Office detailing the circumstances, amount of expenses involved and providing documentation of the expenses. The COA determines a student’s estimated costs related to attendance at college. It is not intended to reflect full support requirements. Financial Aid provides assistance for educational expenses, not full support. Students should be aware that requests for adjustments to the COA do not in any way indicate that there is financial aid available to cover such adjustments.

<table>
<thead>
<tr>
<th>Estimated 2010-2011 Cost of Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living with Parents</td>
</tr>
<tr>
<td>Tuition and Fees</td>
</tr>
<tr>
<td>Books &amp; Supplies</td>
</tr>
<tr>
<td>Living Expenses</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

All expenses are estimated and subject to change without notice.
<table>
<thead>
<tr>
<th>Federal Financial Aid Programs **</th>
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<th>Eligibility Criteria</th>
<th>Award Amounts *</th>
<th>Application Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
<td>Undergraduate students who are pursuing their first bachelor’s degree and meet federal need criteria.</td>
<td>An expected family contribution that qualifies the student for an award, as determined by a system approved by Congress.</td>
<td>Annual awards may range from $609 to $5350 depending on the cost of attendance and the amount of money appropriated in the federal budget.</td>
<td>Must file the Free Application for Federal Student Aid. (FAFSA) available on-line at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a>.</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant (FSEOG)</td>
<td>Undergraduate students who are pursuing their first bachelor’s degree, and meet federal need criteria.</td>
<td>Students with high financial need. (Normally those who qualify for Federal Pell Grant.)</td>
<td>Awards may range from $100 to $2000 depending on the cost of attendance and the amount of need per student.</td>
<td>Must file the FAFSA.</td>
</tr>
<tr>
<td>Federal Work-Study Program</td>
<td>College students indegree programs with financial need. Most jobs provided through departments on campus.</td>
<td>An expected familycontribution that qualifies the student for an award, as determined by a system approved by Congress.</td>
<td>Varies, depending onhours and wage rate. MCC wage scale begins at minimum wage.</td>
<td>File the FAFSA and indicate interest in Work Study on the FAFSA; eligible students will be offered Work Study on their award letters with instructions on how to accept and find a job.</td>
</tr>
<tr>
<td>Federal Direct Loan Program (1) Subsidized</td>
<td>Based on demonstrated need. There is no interest charged while you attend school on at least a half-time basis and for six months afterward (grace period).</td>
<td>An expected familycontribution that qualifies the student for an award, as determined by a system approved by Congress.</td>
<td>Undergraduates limited to $3,500 for first year (0-23 credits), $4,500 for second year (24 + credits); cumulative borrowing limit of $23,000. Independent undergraduates may have additional unsubsidized eligibility of $4,000 for first and second years; additional cumulative borrowing limit of $23,000.</td>
<td>Must file a FAFSA and indicate interest in a student loan on the FAFSA; eligible students will be offered loans in the award letter with instructions to accept and sign a promissory note.</td>
</tr>
<tr>
<td>(2) Unsubsidized</td>
<td>Available to thoseunable to demonstrate need, but will accumulateinterest during periods of enrollment.</td>
<td>Cost of attendance minus other financial aid.</td>
<td>Undergraduates limited to $3,500 for first year, $4,500 for second year; minus subsidized loan eligibility plus $2,000; cumulative borrowing limit of $57,000 minus subsidized loans for Independent undergraduates who also have additional unsubsidized eligibility of $4,000 for first and second years;</td>
<td>Must file a FAFSA and indicate interest in a student loan on the FAFSA; eligible students will be offered loans in the award letter with instructions to accept and sign a promissory note.</td>
</tr>
<tr>
<td>Federal Direct Parent Loan for Undergraduate Students (PLUS)</td>
<td>Parents of dependent undergraduate students.</td>
<td>Good credit histories.</td>
<td>Student’s total cost of attendance minus financial aid.</td>
<td>Go to <a href="http://www.monroecc.edu/go/finaid/forms">www.monroecc.edu/go/finaid/forms</a> to download a Federal Direct Parent Loan Request Form.</td>
</tr>
</tbody>
</table>
**Federal Financial Aid Programs (continued)**

<table>
<thead>
<tr>
<th>Federal Financial Aid Programs **</th>
<th>Who is Eligible?</th>
<th>Eligibility Criteria</th>
<th>Award Amounts *</th>
<th>Application Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans Administration &amp; Montgomery G.I. Bill</td>
<td>Eligible veterans and children of deceased veterans or service-connected disabled veterans.</td>
<td>Contact any regional Veterans Administration Office for information, details and forms or contact MCC’s Veterans Counselor at 292-2264.</td>
<td>Varies.</td>
<td>Contact any regional Veterans Administration Office in your area or call 1-888-838-7697.</td>
</tr>
<tr>
<td>Aid to Native American Indians</td>
<td>U.S. Bureau of Indian Affairs offers grants to needy applicants who are at least 1/4 American Indian, Eskimo or Aleut.</td>
<td>Must meet eligibility requirements.</td>
<td>Awards may vary depending on need and availability of funds.</td>
<td>Applications are available from: U.S. Department of Interior, Bureau of Indian Affairs, Federal Bldg. Room 523, 100 South Clinton Street, Syracuse, New York 13202</td>
</tr>
<tr>
<td>Academic Competitiveness Grant</td>
<td>U.S. Citizens and eligible noncitizens who are PELL eligible, completed a rigorous high school curriculum after 1/01/05</td>
<td>U.S. Dept. of Education and N.Y. State Education Dept. provide definition of rigorous curriculum. For 2nd year, Student needs at least a 3.0 GPA and at least 24 hours toward degree.</td>
<td>Up to $750 for 1st year and up to $1300 for 2nd year</td>
<td>Potentially eligible students apply by certifying on the FAFSA; school then confirms eligibility</td>
</tr>
</tbody>
</table>

**Additional information covering Federal financial aid programs is provided in U.S. Department of Education Student Guide.**
# State of New York Financial Aid Programs

<table>
<thead>
<tr>
<th>State of New York Financial Aid Programs</th>
<th>Who is Eligible?</th>
<th>Eligibility Criteria</th>
<th>Award Amounts *</th>
<th>Application Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Assistance Program (TAP)</td>
<td>U.S. citizen or permanent resident and also N.Y. State resident enrolled (matriculated) for 12 credits or more in degree program; cannot be in default on any NYS guaranteed education loan. Part time students in 6-11 credits who began college in 2006-07 or later, earn at least 12 credits in each of 2 prior semesters; have a 2.0 or higher GPA; and meet all other TAP eligibility requirements may also be considered.</td>
<td>Undergraduate students who are dependent or independent and married OR have tax dependents: $80,000 NYS NET taxable income or less. Single independent with no dependents: $10,000 NYS NET taxable income or less. Income adjusted for number of family members in full-time college attendance.</td>
<td>TAP awards based on NYS net taxable income. Awards for first-time recipients range from $500 to $2,800 per year for dependent undergraduates or independent students with dependents. Single independent students’ (without dependents) awards range from $500 - $2,800.</td>
<td>In addition to the FAFSA, you must file a N.Y. State TAP application. The TAP application can be filed on-line from a link on the on-line FAFSA confirmation page, or by going to <a href="http://www.tapweb.org">www.tapweb.org</a> after the FAFSA is processed. If you do not have an e-mail address HESC will mail you the Tap Application.</td>
</tr>
<tr>
<td>Aid for Part Time Study Program (APTS)</td>
<td>U.S. citizen or permanent resident and also NYS resident enrolled (matriculated) for 3-11 credits in a degree program; can not be in default on any NYS guaranteed education loan.</td>
<td>Students who are dependent or independent and have tax dependents other than a spouse: $50,550 NYS net taxable income or less. Single or married independents with no dependents: $34,250 NYS net taxable income or less.</td>
<td>APTS awards based on NYS net taxable income and the number of credits registered for. Award amounts range from $100 to $500 per semester based on the amount of APTS funds available.</td>
<td>Applications are available at the Financial Aid Office, or at the financial aid website at <a href="http://www.monroecc.edu/go/finaid/forms">www.monroecc.edu/go/finaid/forms</a></td>
</tr>
<tr>
<td>Regents Award for Child of Veterans (CV) and Child of Correction Officer Awards (CO)</td>
<td>Children of veterans who are deceased, disabled or missing in action as a result of service during World War I, World War II, Korean Conflict or Vietnam (CV) or who died as a result of injuries sustained in line of duty (CO).</td>
<td>Must meet eligibility requirements. Contact your local Division of Veterans Affairs for information or call 1-800-635-6534 (N.Y. State Div. of Veteran Affairs).</td>
<td>$450 per year, for up to five years, depending on the normal length of the program.</td>
<td>Same as TAP above. In addition, file the CV or CO Award Supplement available on request from NYSHESC: 518-473-7087.</td>
</tr>
<tr>
<td>Memorial Scholarships for Children and Spouses of Deceased Police Officers and Firefighters World Trade Center Memorial Scholarship and New York State Flight 3407 Memorial Scholarship</td>
<td>Child or spouse of person who died in service. Child, spouse, and financial dependents of victims who died or were severely and permanently disabled or survivors who were severely and permanently disabled.</td>
<td>Must meet eligibility requirements. Must submit documentation supporting eligibility as noted in special supplement.</td>
<td>Award amounts are based on tuition and non-tuition costs of attendance. In combination with certain other state and federal grants, may equal the average cost of attendance at the State University of N.Y.</td>
<td>Same as TAP above. In addition, file the appropriate award supplement, available on request from NYSHESC: 518-473-7087.</td>
</tr>
<tr>
<td>Aid to Native Americans</td>
<td>Member on the official tribal roll of a N.Y. State tribe or child of a member.</td>
<td>Must provide documentation.</td>
<td>Up to $875 per year for a maximum of four years or five years in certain programs.</td>
<td>Contact: Native American Indian Education Unit, N.Y. State Education Dept. Education Building Annex, Rm. 374, Albany, NY 12234, 518-474-0537.</td>
</tr>
<tr>
<td>State of New York Financial Aid Programs</td>
<td>Who is Eligible?</td>
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</tr>
<tr>
<td>Veterans Tuition Awards</td>
<td>Recipients must meet New York residency requirements and have served in the armed forces during specified periods of hostility.</td>
<td>Students complete all eligibility requirements including filing for TAP and Pell grants</td>
<td>Awards are 98% of MCC tuition.</td>
<td>Same as TAP above. In addition, file the Veterans Tuition Award Supplement to establish eligibility. Call NYHESC at 518-473-7087 for information.</td>
</tr>
<tr>
<td>Regents Professional Opportunity Scholarship</td>
<td>U.S. citizen and permanent New York State resident. Must agree to practice for 12 months in chosen profession in New York State for each annual payment received. Only available for Dental Hygiene and Massage Therapy. Must have had an award prior to 2009-10.</td>
<td>Recipients must be chosen in the following order of priority: 1. Economically disadvantaged minority group members historically under-represented in the approved profession. 2. Minority group members under-represented in profession. 3. Candidates enrolled or graduates of SEEK, EOP, HEOP.</td>
<td>$1,000 to $5,000 per year. TAP and some other benefits may supplement this award.</td>
<td>Contact: N.Y. State Education Dept., Scholarship Unit, Education Bldg. Annex, Rm.1076, Albany, NY 12234, 518-486-1319.</td>
</tr>
<tr>
<td>New York State Volunteer Recruitment Service Scholarship</td>
<td>U.S. citizen and permanent New York State resident. Must have had an award prior to 2009-10</td>
<td>Must be a Volunteer firefighter or ambulance personnel</td>
<td>Amounts will equal the amount of tuition, reduced by any tuition-based grant but can not exceed the amount of tuition charged by State University of New York. Students must be continuously enrolled.</td>
<td>Applications available through the local volunteer unit.</td>
</tr>
</tbody>
</table>
Monroe Community College Financial Aid Programs

MCC offers several scholarships through the Financial Aid Office and various academic departments. Annually over 300 students receive MCC scholarships totaling approximately $500,000. Students should contact their academic department for information on any scholarships that may be available through the department. Students who wish to be considered for scholarships available through the Financial Aid Office must file a FAFSA and MCC Scholarship Application. Scholarship awards are usually made in the late Spring depending on eligibility requirements and the amount of funds available.

Students must be matriculated to be considered for any scholarship funds available. Most scholarships are awarded for one year. Students must apply each year for consideration for a scholarship. Scholarship programs may be added or discontinued without notice.

For a complete list of all the scholarships available at Monroe Community College, and an application and brochure, contact the Financial Aid Office or www.monroecc.edu/go/scholarships.

Satisfactory Academic Progress For Federal Title IV Financial Aid Programs

Students who wish to receive funding from the Federal Title IV financial aid programs must maintain satisfactory academic progress toward their degree or certificate program. Students who fail to maintain satisfactory academic progress will lose their eligibility for Federal Title IV funds. Please carefully read all of the following information. Any questions should be directed to the Financial Aid Office. You are responsible for registering for and completing your courses in accordance with the following criteria.

Students will be evaluated at the end of each Spring semester for Federal Title IV satisfactory academic progress. The evaluation will include any courses attempted during the preceding Summer, Fall, Intersession and Spring semesters (in that order). For example, at the end of Spring, students will be evaluated for courses attempted during the previous Summer, Fall, Intersession, and Spring.

Evaluation of academic eligibility for Federal Title IV funds includes qualitative and quantitative components:

1. **Qualitative Component**: Students must maintain certain Grade Point Average requirements in order to continue federal financial aid eligibility. These standards are consistent with the college’s standards for academic suspension. Program changes will not assist the student in raising the GPA for Title IV purposes. See Chart #1 which details the GPA information. No students on academic suspension are eligible for financial aid. The grades received in non-credit remedial courses are not counted in the calculation.

### Chart 1

<table>
<thead>
<tr>
<th>CUMULATIVE EARNED HOURS</th>
<th>GRADE POINT AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 12</td>
<td>1.50</td>
</tr>
<tr>
<td>13 - 23</td>
<td>1.75</td>
</tr>
<tr>
<td>24 - 44</td>
<td>1.80</td>
</tr>
<tr>
<td>45 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

### Chart 2

<table>
<thead>
<tr>
<th>ATTEMPTED HOURS</th>
<th>% EARNED ANNUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 11</td>
<td>n/a</td>
</tr>
<tr>
<td>12 - 34</td>
<td>50%</td>
</tr>
<tr>
<td>34 - 47</td>
<td>60%</td>
</tr>
<tr>
<td>48 plus</td>
<td>65%</td>
</tr>
</tbody>
</table>
2. **Quantitative Component**: The quantitative component consists of two elements:

A. **Maximum Time Frame**: Students may attempt semester hours equal to 150% of the published time frame for the program in which the student is enrolled at the time of evaluation. Please see Chart #3. The calculation is based on the published required number of semester hours for the program, as it appears in this catalog. For example, if the program requires 60 semester hours to complete, the student may attempt 90 hours in this program. When the student’s attempted hours are equal to or exceed 150% of the published length of the student’s current program (see Programs of Study), the student is no longer eligible for Federal Title IV financial aid.

**B. Earned Credits**: Students must complete with a passing grade (D- or better) a certain percentage of their semester hours which they attempt during the academic year (Summer, Fall, Intersession, Spring). See Chart #2 which details the number of semester hours that must be completed with passing grades in comparison to the number of semester hours attempted.

The quantitative component includes all semesters that a student has attended MCC, whether or not Title IV aid was received and regardless of when the courses were taken.

**Incomplete Grades (I)**: Incomplete grades in any class will not be counted toward completed semester hours. They will always be counted as attempted semester hours. When the incomplete is changed to a letter grade, it will be counted toward completed hours if the grade is a D- or better. The student is responsible for notifying the Financial Aid Office that the incomplete is changed and requesting a re-evaluation of Title IV eligibility.

**Withdrawals**: Withdrawals (W’s, WI’s) will not be counted as completed semester hours. They will always be counted as attempted semester hours.

**Repeated Courses**: If a student repeats a course in which a D- or better grade was earned in a prior semester, the repeated course will not be counted in the total completed semester hours. It will always be counted in the total attempted semester hours.

**Non-Credit Remedial Courses**: Students who are required to take non-credit remedial courses may attempt up to 30 semester hours of non-credit remedial courses. These attempted hours will not be counted toward the 150% maximum time frame, but they do count toward % earned for annual hours. After attempting 30 semester hours of remedial courses, the student will be ineligible for any Federal Title IV assistance for non-credit remedial courses attempted in excess of 30 hours.

**Application of Standards**: These standards will be applied to all full and part-time students who may be eligible to receive Federal Title IV funding. At the end of each Spring semester, student academic records will be evaluated for both the qualitative and quantitative components. Students who fail to make satisfactory academic progress for Federal Title IV funding will be notified by letter sent to the mailing address on record with the College.

**Reinstatement of Eligibility for Federal Programs**: Students who fail to achieve Satisfactory Academic Progress for federal programs have several options for reinstatement of eligibility.

First, the student may attempt to make up their academic deficiencies by taking courses without the benefit of Federal aid. If successful in their coursework, they may contact the Financial Aid Office to see if their aid can be reinstated for a future semester.

Second, the student can apply for a Waiver of Satisfactory Academic Progress.

Third, the student can request to be evaluated for Financial Aid Probation. These requests are evaluated on a case by case basis.

**Waivers of Satisfactory Academic Progress**: Students who fail to make satisfactory academic progress during an academic year may apply for a waiver of satisfactory academic progress standards for the next academic year. Waiver applications and information are available in the Financial Aid Office. Waivers of academic progress for Title IV will be considered for extraordinary circumstances. Extraordinary circumstances include death of a close relative of the student; injury or illness of the student, student’s spouse, student’s parents or student’s children, and other special circumstances. The student must document the circumstance and document that the situation is either under control or will not occur again. The waiver applies only to the academic year for which it is granted and reinstatement of eligibility becomes effective in the term in which the appeal is approved. After that, the student is expected to be at the standards required for both the quantitative and qualitative components of satisfactory academic progress.

Students who apply for the waiver due to exceeding 150% of the program should detail their situation including why they are at this point, and include a plan of action for completing the program.

---

**Chart 3**

**Federal Maximum Attempted Hours Chart**

<table>
<thead>
<tr>
<th>Program Length</th>
<th>Maximum Hrs. Which Can Be Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>31</td>
<td>46</td>
</tr>
<tr>
<td>32</td>
<td>48</td>
</tr>
<tr>
<td>45</td>
<td>68</td>
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<td>60</td>
<td>90</td>
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<td>61</td>
<td>91</td>
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<td>62</td>
<td>93</td>
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<td>74</td>
<td>111</td>
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<td>75</td>
<td>112</td>
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<tr>
<td>76</td>
<td>114</td>
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<tr>
<td>77</td>
<td>115</td>
</tr>
<tr>
<td>80</td>
<td>120</td>
</tr>
</tbody>
</table>
Good Academic Standing For New York State Financial Aid Programs

Students who wish to receive funding from the New York State financial aid programs must maintain good academic standing. Good academic standing consists of Pursuit of Program (POP), which the New York State Education Department defines as receiving a passing or failing grade in a certain percentage of a full-time course load. Passing grades are grades of D- or better. A failing grade is an “F." Grades of “W”, “I” and “WI” are not passing or failing grades. The percentage increases for each year of attendance. See the TAP Eligibility Chart for details.

The second element of good academic standing is Satisfactory Academic Progress (SAP). SAP is the number of credits the student earned toward their certificate or degree at the end of each semester, and the cumulative grade point average. Transitional studies courses that students may be required to take do not count toward SAP requirements. See the TAP Eligibility Chart for details.

Students will be evaluated for POP and SAP at the end of each semester. Students who fail to meet either POP or SAP standards will lose eligibility for New York state financial aid programs at MCC for the next calendar year. Students who have received the equivalent of six full-time New York State TAP awards will no longer be eligible for TAP at a community college. Program changes will not assist students in regaining eligibility for SAP and GPA requirements in the 1st semester of the new program.

**C Average Requirement:** Students who, in prior terms, have received the equivalent of two or more full years of state funded student financial aid payments (have accumulated 24 or more payment points in prior terms) must have a cumulative “C” (2.0) GPA to be eligible for continued state financial aid. Students subject to the C average requirement must meet this in addition to POP and SAP requirements. State financial aid programs subject to this requirement include all general and academic performance awards.

**Non-Credit Transitional Studies Courses:** Students who are required to take non-credit transitional studies courses must be aware of the following:

1. Non-credit transitional studies courses do not count toward completion of SAP requirements.
2. To meet the full-time or part-time requirements for each semester’s attendance, students in non-credit transitional studies courses must include in their registration a minimum of 3 credit bearing hours the first semester and a minimum of 6 credit bearing hours in each following semesters. The total number of semester hours (non-credit and credit) must be at least 12 or more for TAP, and 3 to 11 semester hours for Aid for Part-Time Study.

**Full-Time Enrollment:** The NYS Education Department defines full-time status for TAP certification as a student who is enrolled and attending at least 12 credits that lead toward a degree or certificate (with the remedial combination noted above) in a semester that is at least 15 weeks in length.

**Repeat Courses:** When a student has earned a passing grade (D- or better) in a course, it generally cannot be included in the calculation of full or part-time status if the student takes the course again. For State financial aid purposes, courses cannot be repeated to raise the GPA or to get a better grasp of the subject matter. Four exceptions to this ruling are:

1. When a grade received is passing but is not acceptable in the degree or certificate program in which the student is matriculated. For example, the student’s program requires that the student get a C or better in ABC100 to be graduated, but the student earns a D in ABC100. The student could repeat ABC100 to earn a better grade. The program description in this Catalog & Student Handbook (Programs of Study) must stipulate this for the repeated course to be eligible for financial aid.

### TAP ELIGIBILITY CHART

<table>
<thead>
<tr>
<th>BEFORE BEING CERTIFIED FOR THIS PAYMENT</th>
<th>6 Paypoints FIRST</th>
<th>12 Paypoints SECOND</th>
<th>18 Paypoints THIRD</th>
<th>24 Paypoints FOURTH</th>
<th>30 Paypoints FIFTH</th>
<th>36 Paypoints SIXTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>A STUDENT MUST HAVE COMPLETED THIS MANY CREDITS LAST SEMESTER WITH GRADES OF A,B,C,D,F (POP)</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A STUDENT MUST HAVE ACCRUED THIS MANY CREDITS TOWARD SATISFACTORY ACADEMIC PROGRESS (SAP)</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A STUDENT MUST HAVE EARNED THIS GRADE POINT AVERAGE (GPA)</td>
<td>0</td>
<td>.5</td>
<td>.75</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>
2. When a grade received is passing but is not acceptable for the student to move on to the next course in the sequence. For example, ABC101 requires that a student get a C or better in ABC100 in order to take ABC101. The student gets a C- in ABC100 and, therefore, would not be able to take ABC101. Therefore, the student can repeat ABC100 to earn a better grade. The course description in this Catalog & Student Handbook (Course Descriptions) must stipulate this for the repeated course to be eligible for financial aid.

3. When a student must take and pass a course and an associated course concurrently and a passing grade is received in only one of the courses. For example, ABC200 requires that the student concurrently take ABC201. The student earns an A in ABC200 but an F in ABC201. The student must repeat both courses and pass both courses concurrently to receive credit toward the degree or certificate. The student can repeat both courses in order to receive credit toward the degree or certificate. The course descriptions in this Catalog & Student Handbook must stipulate this for the repeated courses to be eligible for financial aid.

4. When a course may be repeated and credit earned toward the degree or certificate each time it is taken. For example, as with physical education courses.

Reinstatement of Eligibility for New York State Programs: Students who fail to achieve good academic standing for state programs have several options for reinstatement of eligibility.

First, the student may attempt to make up their academic deficiencies by taking courses without the benefit of New York State aid. If successful, the student could have their aid reinstated for a future semester.

Second, the student can sit out from school for at least one calendar year. Upon returning to school, the student could be eligible in their first term for state financial aid. However, if the student has already utilized the equivalent of four TAP payments, 24 paypoints and has less than a 2.0 gpa, sitting out one year will not reinstate their eligibility.

Third, the student can request a one time Waiver of Good Academic Standing for Pop and/or SAP.

Waiver of Good Academic Standing for POP and/or SAP: Students who fail to achieve good academic standing during a semester may apply for a waiver of good academic standing for the next semester. For New York state programs, students may be granted only one waiver as an undergraduate student. Waiver applications and information are available in the Financial Aid Office. Waivers will be considered as noted in the above section. Program changes will not assist students in making the C average requirement for the 1st semester in a new program.

Waiver of C Average Requirement for New York State Programs: Students who fail to achieve a cumulative GPA of 2.0 or better at the end of a semester (beginning 24th paypoint) may apply for a waiver for the next semester. Waivers will be considered as noted in the above section. Program changes will not assist students in making the C average requirement for the 1st semester in a new program.
Academic Suspension

Students placed on academic suspension at the end of a semester are not eligible for federal or state financial aid for the next semester. Future eligibility is based on satisfactory progress standards for federal and state programs.

Attendance and Registered Classes

You must be a registered student to be eligible for financial aid in any semester. The Financial Aid Office considers a registered student as one who is actively engaged in the requirements for their courses, including class attendance. Any changes to the number of credit hours for which you are registered can impact financial aid eligibility for that semester and future semesters.

Changes in registered courses may be student initiated by a withdrawal or drop, or can be instructor initiated due to lack of class attendance. The student is responsible for maintaining themselves as registered students for financial aid purposes.

Method and Frequency of Disbursement

Financial aid is credited to eligible student accounts usually through the computer system that links financial aid to the student’s account in the Student Account Office. Eligible student accounts are credited by the Financial Aid Office on an on-going basis after attendance in classes has been verified. If your tuition and fee bill is completely paid and you have a credit balance, you will be issued a refund check by mail. The Bursar’s Office normally mails refund checks on a biweekly basis, no sooner than the 6th week of classes. Students are expected to pay for their educational related expenses with their own funds until refunds are mailed.

William D. Ford Federal Direct Student (Subsidized and Unsubsidized) loan proceeds will be disbursed in two or more equal installments, (i.e. one in fall, one in spring). If the loan is for one semester only, the first disbursement will be approximately the 6th week of the semester (after attendance is verified) and the second at the midpoint of the semester. If a loan is processed after the midpoint of an academic year or semester, it may be disbursed in one installment. Federal regulations require that the first disbursement of Direct Subsidized and Unsubsidized Stafford loans be held for 30 days after the beginning of the loan
period for all first year, first-time borrowers at MCC. All students must be registered and in attendance in at least 6 credits when the loan funds are disbursed. If not, the loan is canceled.

**William D. Ford Parent Loans for Undergraduate Students (PLUS)** will be disbursed to the student’s account. Credit balances will be disbursed to either the student or parent directly. The Financial Aid Office will send the student a selection form.

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

\[
\text{aid to be returned} = \text{amount of Federal Title IV Aid disbursed minus Federal Title IV aid earned}
\]

When federal financial aid is returned the student may owe money to MCC and may also owe funds to the federal government. Students should contact the Student Account office regarding any money owed to MCC.

*Federal financial aid for this calculation at MCC includes Federal Pell Grant, FSEOG, ACG, Federal Direct Student Loans and Federal Plus Loans.

**Withdrawal date is defined as the actual date the student began the withdrawal process (Please see the MCC catalog for official withdrawal procedure), the student’s last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying MCC.

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

**Student Right To Know and Consumer Information**
Federal education regulations require that MCC make available to students statistics that reflect graduation, completion rates, financial aid, and educational costs for students who have attended the College over a period of time. This information is available on the MCC website and further details are at service offices at the College.
MCC students are offered the unique experience of integrating their coursework with study abroad. Short trips allow for intensive study without interrupting regular semester work. From learning about media practices at the BBC in London to cooking authentic Italian food in Tuscany, students have benefited greatly from the kind of exciting study abroad opportunities MCC offers each year.

**MCC students have completed coursework in:**
- Ireland
- Greece
- Mexico
- Spain
- Italy
- Canada
- England
- France

MCC students studied the Marine Biology of the Bahamas - in the Bahamas!
PROGRAM ENTRANCE REQUIREMENTS

Admission to MCC is open to students who have earned a local or Regents high school or high school equivalency diploma (GED), or who have not yet earned a diploma but whose scheduled date of high school graduation has passed and have minimum competency in English and math. New students may be required to take a placement exam to test proficiency in mathematics, English and college reading.

While a high school Regents-level program is generally accepted preparation for most MCC programs, all students are invited to seek admission. The chart below lists specific courses that are required or strongly recommended to ensure success in the individual program of choice. Required high school courses must be completed with a minimum grade of C.

Students interested in pursuing programs for which they are not currently prepared should consult the Admissions Office for extended options that will provide the necessary preparation.

Career and Transfer Programs, Certificates and Advisement Sequences

<table>
<thead>
<tr>
<th>Programs</th>
<th>Career Choices</th>
<th>Required Courses</th>
<th>Program Appeals To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUSINESS PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting (A.A.S.)</td>
<td>A degree in Accounting can lead to careers in bookkeeping, tax preparation, auditing, and more.</td>
<td>Elementary Algebra with Geometry (or Math 098 or Math 130 at MCC)</td>
<td>Students interested in entry-level accounting positions who do not intend to transfer.</td>
</tr>
<tr>
<td>Business Administration (A.S.)</td>
<td>Transfer to bachelor’s degree programs in business administration or related fields for entry-level executive training programs.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>Appeals to students planning to transfer to a four-year college or university with a major in accounting, finance, management, marketing, human resources, economics, entrepreneurship, E-Business, small business management, or other business-related fields.</td>
</tr>
<tr>
<td>Entrepreneurial &amp; Applied Business Studies (A.A.S.)</td>
<td>This program will develop the skills and knowledge for students planning to start their own business ventures.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>Appeals to students who want to start their own business, work in a family business, or expand their present business.</td>
</tr>
<tr>
<td>International Business (A.S.)</td>
<td>Transfer to bachelor’s degree programs leading to careers in international trade and commerce, law, banking, and marketing in both private and public sectors, and diplomacy.</td>
<td>Intermediate Algebra with Trigonometry (Math B exam in high school or Math 104 at MCC)</td>
<td>Appeals to students with prior coursework in foreign languages, excellent technical skills and an interest in world cultures.</td>
</tr>
<tr>
<td>Office Technology (Legal Office Administrative Assistant) (A.A.S.)</td>
<td>Secretary; technical secretary; secretary for city, county, federal government offices.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students detail-oriented and interested in working in the legal secretaryial field.</td>
</tr>
<tr>
<td>Office Technology (Office Administration) (A.S.)</td>
<td>Transfer to bachelor’s degree programs in business education</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students interested in teaching in business-related areas in the high school.</td>
</tr>
<tr>
<td>Office Technology (Office Administrative Assistant) (A.A.S.)</td>
<td>Executive secretary; technical secretary; secretary for city, county, federal government offices.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students interested in management and office support services, and who want to become executive secretaries.</td>
</tr>
<tr>
<td><strong>COMMUNICATION PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising: Commercial Art (A.S.)</td>
<td>Commercial Artist</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC) (Art Courses and a portfolio recommended)</td>
<td>Appeals to students who want to transfer to bachelor’s degree programs in commercial art, commercial illustration and media arts to work for advertising agencies, publishers, printers, in-house agencies or freelance artists or designers.</td>
</tr>
<tr>
<td>Programs</td>
<td>Career Choices</td>
<td>Required Courses</td>
<td>Program Appeals To</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Cinema and Screen Studies (A.S.)</td>
<td>Prepares students for transfer into bachelor's degree programs in film or cinema studies, film production, media studies or journalism.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC) Placement into ENG 101 or ENG 200</td>
<td>Appeals to students interested in film management/marketing, film and television production, or film criticism.</td>
</tr>
<tr>
<td>Communication &amp; Media Arts (A.S.)</td>
<td>Prepares students to transfer to bachelor's degree programs that lead to careers in broadcasting, journalism, advertising, public relations, corporate and technical communication.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students interested in their writing, speaking and presentation skills, and who plan to transfer to four-year colleges as communication majors.</td>
</tr>
<tr>
<td>Interior Design (A.A.S.)</td>
<td>Interior Design (A.A.S.)</td>
<td>Pre-Algebra (one-year high school math or placement into Level 3 Math at MCC)</td>
<td>Students who enjoy art and design, have a good sense of space and color, and like working with people. Interior designers combine practicality and aesthetics in the planning and furnishing of private homes, public buildings, and commercial establishments.</td>
</tr>
<tr>
<td>Public Relations (A.S.)</td>
<td>This program prepares you to transfer to a four-year college or university offering programs in public relations, communications and mass media. It includes a broad selection of liberal arts courses plus courses in communication theory, media writing and public relations.</td>
<td>Intermediate Algebra with Trigonometry (or MTH 104 at MCC)</td>
<td>The program appeals to students who want to better understand the role of public relations today in business, government, education, and nonprofit organizations and work museums, health-related organizations or schools; in government; or as account executives in businesses, corporations, public relations/ advertising firms, or marketing firms.</td>
</tr>
<tr>
<td>Visual Communication Graphic Arts/Printing (A.A.S.)</td>
<td>Graduates are employed in internal corporate communication departments and small printing firms.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students interested in creating graphics and advertising art, designing newsletters, producing graphic materials, and running printing presses.</td>
</tr>
<tr>
<td>Visual Communication Photo/Television (A.A.S.)</td>
<td>Graduates may be employed as technicians at television stations and internal corporate communication departments.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC) (Photography recommended)</td>
<td>Appeals to students interested in video and TV production, filmmaking and still photography.</td>
</tr>
</tbody>
</table>

**COMPUTER-RELATED PROGRAMS**

<table>
<thead>
<tr>
<th>Programs</th>
<th>Career Choices</th>
<th>Required Courses</th>
<th>Program Appeals To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Systems (A.A.S.)</td>
<td>Programmer trainee, junior programmer, programmer, minicomputer programmer, PC programmer, maintenance programmer, computer operator, lead computer operator, minicomputer operator, help desk administrator, PC support specialist, office automation technician, LAN support technician.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC) (Typing or keyboarding recommended)</td>
<td>Appeals to students interested in writing computer code and using application software packages to meet the needs of computer information systems users.</td>
</tr>
<tr>
<td>Computer Information Systems (A.S.)</td>
<td>Transfer to bachelor's degree programs that lead to careers such as programmer trainee, junior programmer, minicomputer programmer, PC programmer, maintenance programmer, computer operator, lead computer operator, minicomputer operator, help desk administrator, PC support specialist, office automation technician, LAN support technician.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC) (Typing or keyboarding recommended)</td>
<td>Appeals to students planning to pursue a bachelor's degree and eventually seek careers as programmers, systems administrators, operators and technicians.</td>
</tr>
<tr>
<td>Programs</td>
<td>Career Choices</td>
<td>Required Courses</td>
<td>Program Appeals To</td>
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</tr>
<tr>
<td>Computer Science (A.S.)</td>
<td>Transfer to bachelor's degree programs in computer science.</td>
<td>Pre-calculus (Pre-calculus in high school with an 85 or Math 175 at MCC) Physics recommended</td>
<td>Appeals to imaginative, versatile students with mathematics and communication skills who are looking to transfer to a baccalaureate degree program in Computer Science.</td>
</tr>
<tr>
<td>Computer Systems Technology (A.A.S.)</td>
<td>Computer applications technician, customer engineer, field-service engineer, computer maintenance technician. Transfer to 4-year program in computer technology or computer engineering.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC) (Typing or keyboarding recommended)</td>
<td>Appeals to students interested in studying the hardware and software components of computer systems, and those looking for training in electronic instrumentation, troubleshooting and debugging techniques, computer and network fault diagnosis, computer peripherals, and assembly language programming.</td>
</tr>
<tr>
<td>Information Technology (A.S.)</td>
<td>Transfer to a bachelor’s degree program in Information Technology.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC) (Typing or keyboarding recommended)</td>
<td>Appeals to students interested in studying networking, programming, database and Web design.</td>
</tr>
</tbody>
</table>

**ENGINEERING AND THE TECHNOLOGIES PROGRAMS**

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<tr>
<th>Programs</th>
<th>Career Choices</th>
<th>Required Courses</th>
<th>Program Appeals To</th>
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<tbody>
<tr>
<td>Air Conditioning Technology: Heating and Ventilating (A.A.S.)</td>
<td>Field service technician, service representative, system detailer/designer, sales representative.</td>
<td>Elementary Algebra with Geometry (or Math 098 at MCC)</td>
<td>Appeals to students planning to become service technicians, service representatives, system detailers/designers or sales representatives.</td>
</tr>
<tr>
<td>Apprentice Technology - General Automotive, General Motors, Toyota/Lexus/Scion (A.A.S.)</td>
<td>Automotive technician.</td>
<td>Elementary Algebra with Geometry (or Math 098 at MCC). Valid driver’s license</td>
<td>Appeals to students who enjoy working on cars and plan to become automotive technicians.</td>
</tr>
<tr>
<td>Apprentice Training - Machine Trades (A.A.S.)</td>
<td>Machining operator, tooling and machining apprentice, machine set-up operator, and with more experience and time, CNC Programmer, mold maker or specialized machine builder.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students who like hands-on work, who have technical abilities and like solving problems.</td>
</tr>
<tr>
<td>Biotechnology (A.A.S.)</td>
<td>Technician in bioanalytical work in pharmaceutical companies, food research, biomaterials industries, universities, genetic engineering, and agricultural research and applications.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC). Biology, Chemistry</td>
<td>Appeals to students interested in studying the science (recombinant DNA technology, protein engineering, industrial microbiology) as well as the social and ethical issues of the field, and who want to become technicians in pharmaceutical companies, biomaterials industries, universities, genetic engineering companies, or food and agriculture research areas.</td>
</tr>
<tr>
<td>Construction Technology (A.A.S.)</td>
<td>Cost estimators, project management, planning and scheduling, quality control, and surveyor. This specialization combines core courses such as structural design, concrete design, and surveying, and expands on them to include their applications in the construction field.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>This program appeals men and women who want to work in the building and construction industry as part of a team responsible for the coordination and implementation of a construction project.</td>
</tr>
<tr>
<td>Electrical Engineering Technology: Electronics (A.A.S.)</td>
<td>Engineering aide, design research and development aide, test and calibration technician, sales and service technician, working in computers, communications, industrial or general electronics applications. Possible transfer to bachelor’s program in electrical engineering technology or electrical engineering.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>Appeals to students interested in designing, developing, testing and supervising the manufacture of electrical and electronic equipment.</td>
</tr>
<tr>
<td>Programs</td>
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<tr>
<td>Engineering Science (A.S.)</td>
<td>Transfer to bachelor’s degree programs in aeronautical, chemical, civil, computer, industrial, materials, mechanical, optical and all other engineering options. 2+2 options are available.</td>
<td>Pre-calculus (Pre-calculus in high school with an 85 or Math 175 at MCC). 3 years of science, including Chemistry and Physics</td>
<td>Appeals to students planning to pursue a bachelor’s degree in aeronautical, chemical, civil, computer, industrial, materials, mechanical, optical or other engineering fields.</td>
</tr>
<tr>
<td>Manufacturing Technology (A.A.S.)</td>
<td>Technician assisting a manufacturing, process, plant or facilities engineer, line supervisor, estimator.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>Appeals to students interested in using computers to develop and implement ideas in areas such as manufacturing processes, robotics and design of equipment and factories.</td>
</tr>
<tr>
<td>Mechanical Technology (A.A.S.)</td>
<td>Draftsman, engineering aide, physical tester, production assistant, salesperson for mechanical products, computer graphics operations.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>Appeals to students interested in drafting, design, and basic machine components, and are looking for careers as draftsmen, engineering assistants, technicians or technical salesmen.</td>
</tr>
<tr>
<td>Optical Systems Technology (A.A.S.)</td>
<td>Engineering aide, production engineer, quality control aid, research and development aide, standard laboratory technician, assistant supervisor in companies making optical-electro-mechanical, or photographic equipment.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>Appeals to students with strong mathematical skills who are interested in studying light and optical principles, and are looking for careers in high technology fields.</td>
</tr>
<tr>
<td>Precision Machining (A.A.S.)</td>
<td>Provides the skills for a career in the precision metal working industry. Graduates will be able to enter or advance in such fields as mold making, machine building, tool making, die making, CNC machining, and other manufacturing areas. This program does not include an apprenticeship.</td>
<td>Elementary Algebra with Geometry (or MTH 098 at MCC)</td>
<td>Appeals to students who wish to enter the precision metal working industry at a high level of competence.</td>
</tr>
</tbody>
</table>

**HEALTH RELATED PROFESSIONS**

<p>| Dental Hygiene** (A.A.S.)               | Dental hygienist in private dental offices, clinics, and community health agencies. | Elementary Algebra with Geometry (or Math 098 at MCC). Biology and Chemistry. | Appeals to students who enjoy dealing with people, are interested in learning about prevention and treatment of oral diseases, nutrition, and systemic health, and who want to become Dental Hygienists in private dental offices, clinics, or community health agencies. |
| Admissions to this program is September only. |                                                                                   | Competitive Admission — Please contact the Admissions Office regarding current admission criteria and/or geographic limitations. |
| Application deadline is January 31.    |                                                                                   |                                                                                  |
| ** Physical examination required      |                                                                                   |                                                                                  |
| Health Information Technology (A.A.S.) | Managerial or technical functions in medical record departments of hospitals, clinics, nursing homes and other health care facilities. Additional opportunities in quality improvement programs, hospital associations, health information systems, consulting, medico-financial and medico-legal settings, and research. | Biology. Program applicants should be comfortable using personal computing and word processing programs. | Appeals to detail-oriented students interested in the administrative aspect of the health care field as well as organizing and evaluating patient records for completeness and accuracy. |
| Health Studies (A.S.)                  | School Health, Community Health, Environmental Health, Wellness Coordinator, Health Administration, Substance Abuse Counselor and Social Worker. | Intermediate Algebra with Trigonometry (or Math 104 at MCC). Biology, Chemistry recommended. | Appeals to students interested in transfer to bachelor’s degree programs in Community Health Education, Environmental Health, Wellness and Health Promotion, Allied Health, School Health concentration, Health Administration, Counseling and Social Work. |</p>
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<tbody>
<tr>
<td>Massage Therapy** (A.A.S.)&lt;br&gt;Admissions to this program is September only.&lt;br&gt;** Physical examination required</td>
<td>Massage therapists are trained in the use of massage techniques and therapies and work in health-care settings, colleges and universities, spas and health clubs, private practice and for professional athletic teams.</td>
<td>Elementary Algebra with Geometry (or Math 098 at MCC). Biology, Chemistry</td>
<td>Appeals to people who have an outgoing personality, who are physically fit, have a natural sense of compassion and desire to heal, and feel at ease with physical contact.</td>
</tr>
<tr>
<td>Nursing** (A.A.S.)&lt;br&gt;Fall applicants need to apply by January 31.&lt;br&gt;Spring applicants need to apply by October 31.&lt;br&gt;** Physical examination required</td>
<td>Registered nurse in public and private hospitals, clinics or health agencies.</td>
<td>Elementary Algebra with Geometry (or Math 098 at MCC). Biology, Chemistry. Competitive Admission — Please contact the Admissions Office regarding current admission criteria and/or geographic limitations</td>
<td>Appeals to students who want to work with people in the health care field, and who have strong science skills, good communication skills, an interest in technology, critical thinking skills, and compassion for humankind.</td>
</tr>
<tr>
<td>Radiologic Technology** (A.A.S.)&lt;br&gt;Admissions to this program is September only.&lt;br&gt;Application deadline is January 31.&lt;br&gt;** Physical examination required</td>
<td>Radiographer in private and public hospitals, clinics, health agencies, and private physicians’ offices.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC). Biology. Competitive Admission — Please contact the Admissions Office regarding current admission criteria and/or geographic limitations</td>
<td>Appeals to students who want to work in the healthcare field and are interested in using “diagnostic imaging” methods (such as ultrasound, magnetic resonance scans and x-rays) to produce images of the body’s interior to diagnose and treat medical conditions.</td>
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**LIBERAL ARTS - NATURAL SCIENCE ADVISEMENT PROGRAMS AND SEQUENCES**

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</thead>
<tbody>
<tr>
<td>Biology (Sequence)</td>
<td>Transfer to bachelor’s degree programs and provides pre-professional preparation for careers in dentistry, medicine, veterinary medicine, research, para-medical specialties and environmental services.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC). Biology. Chemistry</td>
<td>Appeals to those interested in the scientific study of living things, from the smallest particles to larger, complex systems (such as the circulatory system or nervous system).</td>
</tr>
<tr>
<td>Chemistry (Sequence)</td>
<td>Transfer to bachelor’s degree programs and pre-professional preparation for careers as professional chemists.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC). Chemistry</td>
<td>Appeals to analytical, disciplined students skilled in math and science, with a respect for accuracy and an ability to work independently.</td>
</tr>
<tr>
<td>Environmental Science (Sequence)</td>
<td>Transfer into environmental studies programs with a broad, interdisciplinary course of study, pre-professional preparation for careers in the broader areas of environmental planning, environmental impact, and resource science.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC). Biology. Chemistry</td>
<td>Appeals to students interested in broad, interdisciplinary course of study, those planning to transfer into environmental studies programs, and those eventually seeking careers in environmental planning, environmental impact, and resource science.</td>
</tr>
<tr>
<td>Geosciences (Sequence)</td>
<td>Transfer to bachelor’s degree programs in geology and earth sciences leading to careers in teaching, hydrology, resource conservation, and petroleum and mining industries.</td>
<td>Pre-Calculus (Pre-calculus in high school with an 85 or Math 175 at MCC). Chemistry</td>
<td>Appeals to students who are interested in studying the Earth’s surface and subsurface processes including preservation of unique landscapes, responsible use of natural resources, assessment of natural hazards and evaluation of current environmental issues.</td>
</tr>
<tr>
<td>Physics (Sequence)</td>
<td>Transfer to bachelor’s degree programs in physics leading to careers as professional physicists in education, research, and industry.</td>
<td>Pre-Calculus (Pre-Calculus in high school with an 85 or Math 175 at MCC). Physics</td>
<td>Appeals to students interested in solving complex problems found in the natural world and looking to discover how science can be used for the betterment of humankind and the environment.</td>
</tr>
</tbody>
</table>
### LIBERAL ARTS & SCIENCES PROGRAMS AND ADVISEMENT SEQUENCES

Interested in a pre-professional, health or education-related bachelor’s degree? If you do not find the field that interests you below, you may be able to use the Liberal Arts General Studies (A.S.) degree to get started.

If your field of interest is not listed below, the first step is to make an appointment with an Admissions Counselor at 585.292.2200 to discuss your educational goals. Then, contact the Career Center at 585.292.2248 to discuss course selections. The transfer guides currently available include Architecture, Chiropractic, Dentistry, Dietitian/Nutritionist, Law, Occupational Therapy, Pharmacy, Physical Therapy, Physician Assistant and Veterinarian. These can be found in the Career Center Office.

<table>
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<tbody>
<tr>
<td>Pre-Chiropractic (Sequence)</td>
<td>Chiropractor. Designed for those who plan to transfer to the New York Chiropractic College.</td>
<td>Pre-Calculus (Pre-Calculus in high school with an 85 or Math 175 at MCC)</td>
<td>Students interested in holistic health, spinal manipulation, and patient care.</td>
</tr>
<tr>
<td>Pre-Forestry (Sequence)</td>
<td>Transfer to the SUNY College of Environmental Science &amp; Forestry for careers in resource management, forest engineering, landscape architecture, paper science, etc.</td>
<td>Pre-Calculus (Pre-Calculus in high school with an 85 or Math 175 at MCC). Biology. Chemistry</td>
<td>Appeals to students who enjoy hands-on work and the outdoors, are physically hardy, and are interested in seeking a balance between conserving forested ecosystems and the need to use the forest resources for recreational or economic purposes.</td>
</tr>
<tr>
<td>Pre-Pharmacy (Sequence)</td>
<td>Transfer to three-year pharmacy programs.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC). Biology. Chemistry</td>
<td>Appeals to conscientious, detail-oriented students with excellent communication skills, an aptitude for science, and an inherent desire to help others.</td>
</tr>
</tbody>
</table>

<p>| African-American Studies (Sequence) | Transfer to bachelor’s degree programs in African-American studies, diversity focused curriculum programs and an ideal second degree for current and future organizational leaders. | Pre-Algebra | 1 year high school math or placement into Level 3 Math at MCC | Appeals to students who are interested in a broad-based interdisciplinary understanding of the historical and contemporary injustices of racial oppression as well as those who desire to introduce the importance of diversity in our world. |
| Child Care Practitioner (Sequence) | Transfer to a bachelor’s degree program in child development, teaching, or early childhood education. This program blends general education in the liberal arts and sciences with specialized childcare courses. | Pre-algebra | 1 year high school math or placement into Level 3 Math at MCC | Appeals to students who are interested in becoming a professional child care practitioner, child care center lead teacher or family child care practitioner. |
| Diversity and Community Studies (Pending NYSED registration) | Employment in governmental or non-governmental organizations, in multinational corporations, and in agencies of civil society. | Pre-Algebra | 1 year high school math or placement into level 3 math at MCC | Appeals to students interested in learning how groups negotiate power to achieve more equitable and harmonious social orders. |
| Education (A.A.) | Transfer to bachelor’s degree programs in Early Childhood, Middle Childhood/Special Education and Adolescence Education. | Intermediate Algebra with Trigonometry or Math 104 (Level 6) for Early Childhood and Childhood majors. For adolescence majors, Pre-Algebra or TRS 094 at MCC (Level 3) | Students interested in transfer into an education program. |
| Fine Arts (A.S.) | Transfer to bachelor’s degree programs in visual arts fields such as design, drawing, painting, sculpture and art history. | Pre-Algebra | 1 year high school math or Placement into Level 3 Math at MCC (Art courses recommended) | Appeals to students interested in visual art fields and those looking to transfer to bachelor’s degree programs in design, drawing, painting, sculpture and art history. |</p>
<table>
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<tbody>
<tr>
<td>General Studies (A.S.)</td>
<td>Transfer to bachelor’s degree programs in most major professional fields (law, medicine, social work, public administration, scientific research, music, etc.).</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Prepares students for transfer to bachelor’s degree programs in most major professional fields (such as law, medicine, social work, public administration, scientific research, and others).</td>
</tr>
<tr>
<td>History: American and Global (Sequence)</td>
<td>Transfer to bachelor’s degree programs that lead to careers as lawyers, teachers, government and public administrators, journalists, archivists, curators and public historians.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>American Sequence: Appeals to students interested in studying American traditions, and the forces and personalities that have shaped the United States. Global Sequence: Appeals to students who are interested in exploring the inter-relationships of different cultures over time, and comparing value systems among those cultures.</td>
</tr>
<tr>
<td>Humanities and Social Sciences (A.A.)</td>
<td>Transfer to bachelor’s degree programs in such areas as government, law, management, or teaching.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students planning to transfer to bachelor’s degree programs in areas such as government, law, management or teaching. Specifically designed to prepare students for transfer within SUNY.</td>
</tr>
<tr>
<td>Individual Studies (A.S.) (Pending NYSED registration)</td>
<td>Students interested in transferring into a specific major after working one-on-one with an advisor.</td>
<td>Pre-Algebra (1 year high school mathematics or placement into level 3 Math at MCC)</td>
<td>Students interested in majors in which MCC does not have a degree but has the appropriate coursework.</td>
</tr>
<tr>
<td>Landscape Architecture (Sequence)</td>
<td>Transfer to the School of Landscape Architecture at the College of Environmental Science and Forestry at Syracuse. Students who complete this course of study and who have been accepted by ESF will transfer with full junior status.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC). Biology. (3-dimensional art courses recommended)</td>
<td>Appeals to students interested in applying their artistic talents to the design and creation of private and public spaces (residential areas, public parks, playgrounds, college campuses, shopping centers, golf courses, parkways and industrial parks).</td>
</tr>
<tr>
<td>Mathematics (A.S.) (Pending NYSED registration)</td>
<td>Transfer to bachelor’s degree programs leading to careers as mathematics teachers, statisticians, computer scientists, and professional actuaries.</td>
<td>Pre-Caculus (Pre-Calculus in high school with an 85 or better or Math 175 at MCC). Biology - recommended. Chemistry - recommended.</td>
<td>Appeals to students who enjoy solving economic, scientific, engineering and business problems using mathematical knowledge and computational tools, and who are interested in creating new mathematical theories and techniques.</td>
</tr>
<tr>
<td>Nutrition (Sequence)</td>
<td>Transfer to bachelor’s degree programs in Nutrition and/or Dietetics leading to a career as a Registered Dietitian.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>This program appeals to students who enjoy dealing with people, are interested in learning about food, culinary arts, nutrition, and health science, and who wish to pursue a career as a dietitian.</td>
</tr>
<tr>
<td>Performing Arts: Music (A.S.)</td>
<td>For students who plan to transfer and earn the baccalaureate degree with a major in music. It provides basic preparation for a career in music.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC). (Experience in vocal or instrumental performance and reading music recommended)</td>
<td>Appeals to students who plan to earn a bachelor’s degree in music and want to focus on expanding and sharpening their vocal or instrumental musical skills and techniques.</td>
</tr>
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<tr>
<td>Physical Education (A.S.)</td>
<td>Transfer to baccalaureate programs in physical education, physical studies,</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC). Biology</td>
<td>Appeals to students interested in physical fitness or sports who are looking for</td>
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<td>sports studies or related area. Careers in fitness, sport rehabilitation,</td>
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<td>careers as teachers, coaches, athletic trainers, fitness professionals, sports</td>
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<td>education, business and other physical studies related opportunities.</td>
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<td>managers, officials and sports psychologists.</td>
</tr>
<tr>
<td>Political Science (Sequence)</td>
<td>Transfer to bachelor’s degree programs that lead to careers in law, government</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>Appeals to students interested in studying the origin, development, and operation of</td>
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<td>and public administration, diplomatic service, business and marketing in</td>
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<td>political systems and public policy (such as the decisions of the U.S. Supreme</td>
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<td>(domestic) national and international areas, journalism and teaching.</td>
<td></td>
<td>Court or election results) as well as the theory and practice of domestic and</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (Sequence)</td>
<td>Transfer to bachelor’s degree programs leading to careers in anthropology,</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>international relations.</td>
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<td>education, museum work, psychology, sociology and other major professional</td>
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<td>fields.</td>
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<td>SERVICE PROGRAMS</td>
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<tr>
<td>Addictions Counseling (A.S.)</td>
<td>Social worker in a drug treatment agency, hospital or drug prevention area.</td>
<td>Intermediate Algebra (or MTH 104 at MCC). Biology</td>
<td>Students who are interested in counseling, managing, educating, and treating</td>
</tr>
<tr>
<td>Criminal Justice – Corrections Administration</td>
<td>Federal, state, or county corrections officer.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>people suffering from addiction and substance abuse.</td>
</tr>
<tr>
<td>Criminal Justice - Police Science (A.A.S.)</td>
<td>Police officer, deputy sheriff, state trooper, security officer.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students who are interested in serving the public, are committed to</td>
</tr>
<tr>
<td>Criminal Justice (A.S.)</td>
<td>Transfer to bachelor’s degree programs in pre-law, public safety, criminal</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>social justice, and are seeking careers as federal, state or county corrections</td>
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<td>justice planning, and federal law enforcement agencies.</td>
<td></td>
<td>officers.</td>
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<tr>
<td>Emergency Medical Technician (Paramedic) (A.</td>
<td>Designed for the student interested in a broad-based emergency medical services</td>
<td>Elementary Algebra with Geometry (or Math 098 at MCC). EMT Certification.</td>
<td>Appeals to students seeking the excitement and challenge of a physically strenuous,</td>
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<tr>
<td>A.S.)</td>
<td>education for pre-hospital providers. Degree program graduates exceed the</td>
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<td>stressful occupation that involves life-or-death situations.</td>
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<td>Admission to this program is in January only.</td>
<td>requirements necessary to sit for the NY State Department of Health</td>
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<tr>
<td>Fire Protection Technology (A.A.S.)</td>
<td>Industrial fire safety and security, fire protection engineering and</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students with self-discipline, courage, mechanical aptitude,</td>
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<td>technology, fire insurance inspection, investigating and underwriting</td>
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<td>endurance, strength, and a sense of public service, who are interested in providing</td>
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<td>municipal, town and county fire departments.</td>
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<td>fire protection to the general population.</td>
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<tr>
<td>Hospitality Management (A.A.S.) Tracks include: Food Service Administration, Golf Management, Hotel Technology, or Travel and Tourism</td>
<td>Front desk clerk, banquet and catering person. With experience, front office manager, assistant general manager, sales and convention manager, assistant personnel director, director of housekeeping. Transfer to bachelor’s degree program in hotel management.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students looking for formal courses in hotel, business, liberal arts and food services administration, as well as those interested in cooperative experience in the field.</td>
</tr>
<tr>
<td>Human Services (A.A.S.)</td>
<td>Aides in social work, mental health agencies, child care centers, nursery schools, institutions for persons with mental, emotional and physical disabilities.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC). Placement in English 101.</td>
<td>Appeals to students who want to work in the field, and are looking for careers such as aides in social work, mental health agencies, daycare centers; nursery schools; and institutions for physically and mentally handicapped people.</td>
</tr>
<tr>
<td>Human Services (A.S.)</td>
<td>Transfer to bachelor’s degree programs that lead to careers such as counselors and social workers.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC). Placement into ENG 101 or higher</td>
<td>Appeals to those who work well with others, are open to new experiences, and have a strong desire to work in a helping profession.</td>
</tr>
<tr>
<td>UNDECLARED</td>
<td>MCC provides career interest testing and counseling services. Contact the Admissions Office to meet with a counselor and discuss the Undeclared option.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC). High school students should take advantage of career assessment tests available at their high school (e.g. Discover, Choices or SIGI+)</td>
<td>For those who are interested in pursuing a degree or certificate program but are not certain of their career or academic direction, choosing the Undeclared option provides an opportunity for academic and career exploration.</td>
</tr>
<tr>
<td>CERTIFICATES</td>
<td>Addictions Counselor, Case Manager, Primary therapists in an addictions treatment setting.</td>
<td>This program is designed to accommodate students who wish to add addictions counseling education to pre-existing Bachelor’s or Master’s degrees. Should exceptional circumstances exist such that less qualified students might appropriately register for this program, high school requirements of MTH 104 with a grade of C or better, or MCC Level 8 (formerly Tier 4) Mathematics placement AND placement into English 101 or higher would be required.</td>
<td>Program is designed for adults who already have Bachelor’s or Master’s degrees will attract students who already work, or wish to work, in the field of social work, human services, or addictions counseling programs.</td>
</tr>
<tr>
<td>Advanced Studies</td>
<td>Liberal Arts and Science</td>
<td>The required minimum high school average is 88, the class rank of top 20% and a minimum SAT score of 1680 (combined Critical Reading, Math, and Writing) or higher; or SAT Score: 1120 or higher (combined Critical Reading &amp; Math) for students who did not take the Writing subtest. Recommended High School Courses: AP English Language, AP English Literature, AP Biology, AP Chemistry</td>
<td>Highly motivated students seeking an Honors experience.</td>
</tr>
</tbody>
</table>

50  Admissions - Program Entrance Requirements
<table>
<thead>
<tr>
<th>Programs</th>
<th>Career Choices</th>
<th>Required Courses</th>
<th>Program Appeals To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Aided Design and Drafting Certificate</td>
<td>Mechanical Designer, Mechanical Draftsperson, Product Development Design Engineer, CAD/CAM operator, Design Technician</td>
<td>High school graduate or GED, Elementary Algebra with Geometry or MTH 098 at MCC</td>
<td>Appeals to students interested in becoming CADD designers, but do not wish to complete a 2-year degree.</td>
</tr>
<tr>
<td>Criminal Justice - Corrections Administration</td>
<td>For in-service officers as well as those wishing to enter the corrections field. Provides a concentration of courses covering responsibilities in corrections administration.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to in-service officers as well as students wishing to enter the Corrections field.</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Graduates will have established a basis for entry-level positions in the food service industry including assistant cook and assistant food preparation person.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Program appeals to students who are primarily interested in a food service concentration (without a liberal arts background)</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>Entry-level employment within the dental profession.</td>
<td>Completed physical examination, H.S. diploma or GED and CPR certification. The online option is for currently employed Dental Assistants with a sponsoring dentist.</td>
<td>Appeals to students planning to seek entry-level employment within the dental profession.</td>
</tr>
<tr>
<td>On-campus program applicants need to apply by January 31. Admission is September only.</td>
<td>Working with young children in preschool and pre-kindergarten settings, child care classrooms, home-based or center-based child care facilities.</td>
<td>H.S. diploma or equivalent. Placement into TRS 105 English or higher.</td>
<td>Appeals to students who enjoy working with young children in preschool and pre-kindergarten settings, childcare classrooms, and home-based or center-based child care facilities.</td>
</tr>
<tr>
<td>Early Care</td>
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<tr>
<td>Emergency Medical Services</td>
<td>Designed for students interested in preparing for entry in the Emergency Medical Services field.</td>
<td>Required Pre-requisite[s]. Elementary Algebra with Geometry (or Math 098 at MCC).</td>
<td>Students currently working in Emergency Medical Services who want to prepare for advancement within the field or prepare for entry.</td>
</tr>
<tr>
<td>Food Management</td>
<td>Designed for those with previous work experience in the production and service areas of food industry who want to enter or enhance knowledge in management positions.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students with previous work experience in the production and service areas of food industry who want to enter management positions or enhance their knowledge of the field.</td>
</tr>
<tr>
<td>Heating, Ventilating, and Air Conditioning (HVAC)</td>
<td>Designed for entry-level position as a preventive maintenance mechanic or installation/service technician and for those already employed in the HVAC field.</td>
<td>Elementary Algebra with Geometry (or Math 098 at MCC).</td>
<td>Appeals to those already employed in the HVAC field, as well as those planning to pursue entry-level positions as preventative maintenance mechanics or installation/service technicians.</td>
</tr>
<tr>
<td>Hotel Management</td>
<td>Graduates will have established the basis for a career in the hotel industry and will be qualified for at least entry-level positions in the areas of front office, reservations, concierge, housekeeping and food and beverage within a hotel.</td>
<td>Placement into English 101</td>
<td>Program appeals to students who are primarily interested in a Hotel Management concentration without a broad liberal arts background.</td>
</tr>
<tr>
<td>Human Services</td>
<td>Designed for those who want to learn the skills and attitudes needed for employment and for upgrading in human service positions.</td>
<td>Elementary Algebra with Geometry (or Math 098 at MCC). Placement into English 101</td>
<td>Appeals to students who want to learn the skills and knowledge needed for employment in human services careers.</td>
</tr>
<tr>
<td>Programs</td>
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<tr>
<td>Interior Design</td>
<td>The Interior Design program is designed for those who are currently working in retail jobs and are looking to increase their upward mobility, or for those who wish to acquire the basic knowledge and skills that will qualify them for an entry-level position in retail home furnishings and interior design.</td>
<td>Pre-Algebra (one-year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students who are currently working in retail jobs and are looking to increase their upward mobility, or for those who wish to acquire the basic knowledge and skills that will qualify them for entry-level positions in retail home furnishings and interior design.</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Develops the knowledge, skills and abilities in the law, the process of the criminal justice system, the scientific method of criminal investigation, report writing, communication and judgment skills necessary for law enforcement agents.</td>
<td>Enrollment is limited to recruit officers employed or sponsored by law enforcement agencies attending the NY State Basic Course for Police.</td>
<td>Appeals to students interested in developing the knowledge and skills necessary for a career as a law enforcement agent, such as the process of the criminal justice system, scientific methods of criminal investigation, report writing and communication.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>This program is intended to demonstrate significant work in Mathematics. It is appropriate for any student considering obtaining a 4-year degree in a Mathematics-based field.</td>
<td>4 years of High School Mathematics (83 or higher each required); this must include Algebra, Geometry, Trigonometry, and one year of Precalculus, or MTH 175 with a grade of C or higher.</td>
<td>Students who enter college undecided about their future career who have demonstrated an ability in Mathematics in High School.</td>
</tr>
<tr>
<td>Office Technology: Clerk-Typist</td>
<td>Job-entry skills in typing and general office practices and procedures. Careers include secretary, office worker, keyboarder, typist.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC)</td>
<td>Appeals to students interested in learning typing and general office practices and procedures. Appropriate for those looking for careers as secretaries, office workers, keyboarders, or typists.</td>
</tr>
<tr>
<td>Office Technology: Information Processing</td>
<td>Work in office settings using word processing, filing, spreadsheets, record keeping, and electronic communications.</td>
<td>Students with no previous keyboarding background or a skill level less than 24 wpm must take OFT 110. Placement into TRS 105 English or higher.</td>
<td>Appeals to students who are task-oriented and are interested in a clerical entry-level position.</td>
</tr>
<tr>
<td>Office Technology: Medical Office Assistant</td>
<td>Employment in hospitals, physician’s offices, industries with medical offices, nursing, public health offices, insurance companies and dental offices.</td>
<td>Pre-Algebra (1 year high school math or placement into Level 3 Math at MCC). Demonstrated keyboard proficiency or completion of OFT 110. Keyboarding I</td>
<td>Appeals to students preparing for secretarial careers in the medical or health-care fields.</td>
</tr>
<tr>
<td>Optical Systems Technology</td>
<td>Designed for people working in the field or in an allied field to provide training in optical activities, such as testing, quality control, and production. Provides background in optics using the eye as a detector, but not incorporating the peripheral disciplines, such as electronics and photography, as offered in the A.A.S. program in Optics.</td>
<td>Intermediate Algebra with Trigonometry (or Math 104 at MCC)</td>
<td>Appeals to students interested in optical activities, such as testing, quality control and production.</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>Program leads to nationally recognized certificate in Paralegal Studies. Provides employment opportunities in the legal profession.</td>
<td>Students seeking admission to Paralegal Studies must possess an Associate degree, Bachelor’s degree preferred. For students without a Bachelor’s degree, a departmental interview/recommendation is required.</td>
<td>Appeals to students interested in employment opportunities in the legal profession (a nationally recognized certificate).</td>
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<tr>
<td>Programs</td>
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<tr>
<td>Paramedic</td>
<td>Designed for the student interested in a broad-based emergency medical services</td>
<td>High School diploma. EMT</td>
<td>Appeals to students seeking the excitement and challenge of a physically strenuous,</td>
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<td>education for pre-hospital providers. Degree program graduates exceed the</td>
<td>certification.</td>
<td>stressful occupation that involves life-or-death situations.</td>
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<td>requirements necessary to sit for the NY State Department of Health</td>
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<tr>
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<td>certification examinations leading to certification as an Emergency Medical</td>
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<tr>
<td></td>
<td>Technician Paramedic.</td>
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<tr>
<td>Precision Machining -</td>
<td>Optician apprentice, optician, inspector, machinist, optical coater, or process</td>
<td>Pre-Algebra (1 year high school math or placement into</td>
<td>Technically-oriented students who enjoy creating and manufacturing things, who have</td>
</tr>
<tr>
<td>Optical Fabrication</td>
<td>engineering technician.</td>
<td>Level 3 Math at MCC)</td>
<td>a good background in physics and math, and who prefer to work in teams.</td>
</tr>
<tr>
<td>Precision Tooling</td>
<td>This program will take the student through the operation of manual machine</td>
<td>Elementary Algebra with Geometry (or Math 098 at MCC)</td>
<td>Appeals to students planning to enter the workforce in company sponsored</td>
</tr>
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<td>tools to print reading, to theoretical reading in CNC (computer numerical</td>
<td></td>
<td>apprenticeship programs or production level positions in the precision tooling and</td>
</tr>
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<td></td>
<td>control) machining.</td>
<td></td>
<td>machining industry.</td>
</tr>
</tbody>
</table>

![Image of graduates]
2+2 DUAL ADMISSION PROGRAMS (A.S., A.A. DEGREES)

2+2 Degree Programs are cooperative programs of study offered by MCC and the colleges listed below. Students admitted to these programs will, upon completion of a prescribed sequence of courses leading to an associate’s degree, be assured transfer with full junior status. Academic profiles of 2+2 program candidates should include an 85 or better high school average in a college preparatory program, and completion of specific program entrance requirements, such as: 4 years of English, 3 years of social studies, 3-4 years college preparatory mathematics, and 2 years of science.

**Alfred University**
- Ceramic Engineering
- Glass Engineering
- Materials Science & Engineering

**SUNY University at Albany**
- Accounting
- Business Administration
- Criminal Justice
- Fine Arts
- Social Work
- Liberal Arts

**SUNY University at Buffalo**
- Accounting
- Biotechnology
- Business Administration
- Engineering (All Majors)
- Film Studies
- Nuclear Medicine Technology

**SUNY Alfred State**
- Electrical Engineering Technology
- Information Technology

**SUNY Brockport**
- Accounting
- Business Administration
- Communication
- Computer Science
- Criminal Justice
- Education - Adolescence w/Middle School Extension
- Education - Childhood
- Health Science
- Liberal Arts
- Physical Education
- Social Work
- Studio Art

**SUNY Buffalo State College**
- Business Administration
- Computer Information Systems
- Criminal Justice
- Dietetics
- Education - Adolescence
- Education - Childhood/Exceptional
- Electrical Engineering Technology
- Hospitality Administration
- Mechanical Engineering Technology
- Social Work

**SUNY Cortland**
- Business Economics
- Communication Studies
- Criminology
- Education - Adolescence
- Education - Childhood
- Education - Early Childhood
- Health Science
- Human Services
- Physical Education
- Recreation/Leisure Studies
- Speech Pathology/Audiology

**SUNY Fredonia**
- Accounting
- Business Administration
- Communication/Media
- Computer & Information Science
- Criminal Justice
- Education - Adolescence
- Education - Childhood
- Education - Early Childhood
- Liberal Arts
- Public Relations

**SUNY Geneseo**
- Accounting
- Computer Science
- Education - Adolescence

**SUNY Maritime College**
- International Transportation and Trade

**SUNY Oswego**
- Accounting
- Business Administration
- Cinema and Screen Studies
- Communication Studies
- Computer/Information Science
- Education - Adolescence
- Education - Childhood
- Liberal Arts
- Marketing
- Public Justice

**SUNY College of Environmental Science & Forestry**
- Biotechnology
- Liberal Arts
- Aquatics & Fisheries Science
- Bioprocess Engineering
- Chemistry
- Conservation Biology
- Construction Management
- Environmental Biology
- Environmental Resources and Forest Engineering
- Environmental Science
- Environmental Studies
- Forest Ecosystem Science
- Forest Health
- Forest Resources Management – Forestry
- Natural Interpretation & History
- Natural Resource Management
- Paper Engineering
- Paper Science
- Wildlife Science
- Wood Products Engineering
SUNY Upstate Medical University (Syracuse)
Cardiovascular Perfusion
Medical Biotechnology
Medical Imaging Science
Medical Technology
Physical Therapy (DPT)
Nursing
Radiation Therapy
Respiratory Care

Clarkson University
Biology
Engineering (All majors except computer)
Environmental Health Science
Financial Information & Analysis
Global Supply Chain Management
Information Systems and Business Processes
Innovation and Entrepreneurship

Daemen College
Business Administration
Education – Childhood/Special Ed
Education – Early Childhood/Special Ed
Health Care Studies
Health Care Studies/Complementary and Alternative Health Care Practices

Hobart & William Smith Colleges
Liberal Arts & Sciences

Keuka College
Accounting
Criminal Justice
Education – Adolescence
Education – Childhood with Special
Education – Early Childhood with Special
Liberal Arts
Management
Marketing
Social Work

Morgan State University (Baltimore, Maryland)
Business Administration
Communication & Media Arts
Computer Information Systems
Computer Science
Engineering Science
Fine Arts
Health Studies

Nazareth College
Accounting
Business Administration
Business Administration with certification in Business and Marketing Education
Education – Adolescence
Education – Childhood/ Middle/ Special Liberal Arts
Social Work

Niagara University
Accounting
Commerce (Business)
Communication Studies
Computer Information Science
Criminal Justice
Education - Adolescence
Education - Childhood
Food Service Management/Restaurant Entrepreneurship
Hotel/Restaurant Management
Sports Management
Travel and Recreation Management

Rensselaer Polytechnic Institute
Engineering - All majors

Roberts Wesleyan College
Accounting Information Management
Business Administration
Communication
Computer Science
Criminal Justice
Economic Crime Investigation
Education - Adolescence
Education - Childhood with Special
Education - Early Childhood with Special
Education - Music
Education - Visual Arts
Forensic Science
Information Systems Management
Liberal Arts
Music Performance
Nursing
Physical Education
Social Work

Rochester Institute of Technology
Accounting
Advertising and Public Relations
Applied Network and Systems Administration
Applied Mathematics
Applied Statistics
Biochemistry
Biology
Biotechnology
Business Administration
Chemistry
Communication – Professional & Technical
Computer Engineering Technology
Computer Science
Criminal Justice
Cultural and Resource Studies
Diagnostic Medical Sonographer
Electrical Engineering Technology
Engineering – Computer, Electrical, Industrial Systems, Microelectronics, Mechanical
Environmental Management & Technology
Environmental Chemistry
Environmental Science
Hospitality Service Management/Food Management
Hospitality Service Management/Hotel Management
Hospitality Service Management/Travel/ Tourism Management
Imaging Science
Information Technology
International Business
International Studies
Management Information Systems
Mechanical Engineering Technology
Nutrition Management
Packaging Science
Physics
Polymer Chemistry
Psychology
Public Policy
Safety Technology
Telecommunications Engineering Technology
Urban and Community Studies
St. John Fisher College

Accounting
Applied Information Technology
Communication
Computer Science
Education - Adolescence
Education - Childhood/Special
Liberal Arts & Science
Management
Nursing
Public Relations
Sports Management
Statistics

University of Rochester

Engineering, Biomedical, Chemical, Electrical & Mechanical
Liberal Arts & Science
  African American History
  Anthropology
  Art History
  Biology
  English
  History
  Mathematics
  Political Science
  Psychology
  Religion
  Studio Arts
Optics

OTHER COOPERATIVE PROGRAMS

1 + 1 Cooperate Programs

Forest Technology – SUNY College of Environmental Science & Forestry
Land Surveying Technology

3 + 1 Cooperate Program

Nursing (University of Rochester)

Last year, MCC alumni transferred to more than 135 different colleges and universities.
MCC provides a variety of alternative methods for students to meet the requirements of the College’s degree programs. In some cases, the actual time spent in class is reduced.

**AP Courses**
More than 1400 institutions nationwide, including MCC, recognize the rigor of Advanced Placement courses and award transfer credit to students who complete AP exams successfully with a score of three or higher. Transfer credit evaluations will be done on a course-by-course basis by the Admissions Office.

**Dual Credit**
585.292.2351
This MCC program allows area high school students to enroll in selected freshman level courses at a substantially reduced tuition rate.* The courses are taught at the student’s high school by high school faculty and are equivalent to an MCC course. Students who successfully complete the course receive both high school and MCC transcript credit. Both high school and college faculty are involved in the development and implementation of courses such as: Accounting Principles I, Art Essentials, Introduction to Business, Calculus III, Introduction to Criminal Justice, Introduction to Economics, Electronic Technology I, Elementary French II, Intermediate Spanish I, Statistics I, Technical Graphics and Machine Shop Print Reading I.

* Note: The reduced tuition rate is only available to those Dual Credit students enrolled in not more than 11 MCC credit hours per semester.

**Credit for Military Experience**
Veterans Services
Counseling and Advising Center, Brighton Campus
585. 292.2264
If you were in the armed services, you may be eligible for college credit at MCC from courses and other educational opportunities that have been evaluated by the American Council on Education (ACE) and summarized in their military guides. Military documentation is required by MCC to translate your military experiences into academic credit.

**DANTES Subject Standardized Tests (DSSTS)**
Like CLEP, DANTES is a nationally recognized testing program that allows individuals to receive college credit for learning acquired outside the traditional classroom. The two programs can be considered complementary because each of them provides credit-by-examination testing on subjects not covered by the other. DANTES allows you to choose from over 30 test titles in the areas of Social Science, Business, Mathematics, Humanities, and Natural Science.

**Departmental (Proficiency/Challenge) Examinations**
A student who can demonstrate knowledge in a particular subject may earn credit for certain courses without enrolling in them by taking a special examination through the appropriate department. Department examinations are offered for college credit at the discretion of the individual department.

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A. Program
1. Eligibility of candidates to take an examination and the degree of proficiency required will be determined by the department.
2. Candidates may not take an examination at a lower level of proficiency in a subject that the candidate has already passed.
3. Candidates may not repeat examinations they have failed.
4. Candidates may not usually take department examinations in courses they have already failed at MCC or any other college.

B. Grading
1. A grade will be assigned by the department chairperson after review of examination or examination report.
2. No grade lower than “C” will be recognized for credit.

C. Credit
1. Grades and credits awarded through examination will not be used in computing student’s quality and cumulative grade-point average.
2. Credits will be recorded on a student’s performance record with the notation “Credit By Examination.”
3. Credit by examination cannot be used to fulfill residence requirements.

Once you obtain approval from the appropriate department chairperson, contact the Office of Experiential and Adult Learning, located in the Career Center, for processing.
Distance Learning Programs

Many MCC students take some coursework at a distance. Some distance learning involves Internet-based assignments in courses that meet in traditional classrooms each week. We call such courses “web-enhanced.” Other courses are mostly online, requiring students to come to campus only occasionally; for example, for laboratory work or for testing purposes only. We call these courses “hybrids.” Still others—called “SLN courses”—are offered entirely at a distance via the web. Through the SUNY Learning Network (SLN), MCC offers more than 100 courses for which students are never required to come to campus. Each of these distance learning options is offered to be sure courses are available in the ways and at the times students learn best. For more information, find Distance Learning in the A-Z Index on our website at: www.monroecc.edu.

Intersession

Intersession is an abbreviated session offered in January that gives students a chance to complete a three-credit course between Fall and Spring semesters.

Special Studies Courses

(Sequential Course Numbers 180 - 189 and 280 through 289*)

Special Studies is a general heading for experimental courses or those for which the demand is untested, unknown, immediate or temporary. A Special Studies course may be a general elective or an elective in the areas of Humanities, Social Science, Mathematics, Natural Science or Health/Physical Education, with the approval of the respective division.

Summer Sessions

Summer credit courses start at various dates and are offered days and evenings at both MCC campuses and at our off campus sites in Greece and Webster. Enrollment is open to any student who has satisfied course prerequisites. Summer Session courses are taught at an accelerated pace.

Time-Shortened Courses

Time shortened courses maintain the same academic standards, in-class instructional hours and cover the same content as courses taught in the traditional 15-week semester, but in fewer weeks. The Fast Track Liberal Arts degree program can be completed in three years or less. Several courses in this program run for only eight weeks.

Transfer Credit from Other Colleges

The Admissions Office will evaluate transfer credit after the receipt of official transcripts. Transfer credit is awarded from colleges and universities that are recognized by an appropriate accrediting agency, such as Middle States Association of Colleges and Schools or the American Council of Education (ACE).
Academic Information/Alternative Learning Options

For information on the following programs, contact:

MCC’s Office of Experiential and Adult Learning
R. Thomas Flynn Campus Center
Room 108, Career Center,
Brighton Campus
585. 292.2016

Business Cooperative Education (BUS 275)
This cooperative education course is limited to students enrolled in Business AAS degree programs. As in any co-op, you will need to be working full or part time at a job related to your major and take the classroom-related class. You must be in your last semester to enroll in this course. Certain prerequisites apply.

Cooperative Education —— Co-Op (CE)
Cooperative Education allows you to earn credit toward a degree by working in a paid position at a job related to your college major or career interest. Co-op is available in the following disciplines: Interior Design, Business, Hospitality, HVAC and Auto Technology. Interested students should have completed a minimum of 12-15 credit hours and have a GPA of 2.0 or higher.

Credit for Learning Acquired Through Life or Work Experience
MCC will consider credit for verifiable college-level learning acquired through significant life or work experiences away from the classroom. You will need to demonstrate through documentation, knowledge gained from sources such as employment, non-credit courses, apprenticeship training and professional licenses or certificates.

Disney World Co-Ops
CE-155: Disney Career Start Program. This program will give high school graduates who are unsure of their future career path a new experience that will provide them more than just a job. While working in front line roles at Disney theme parks and resorts in Orlando, Florida or Anaheim, California, participants will complete education courses and participate in other specialized learning activities. Housing is available in a gated community located near the Disney Theme Parks. College credit is available to interested students.

CE-255: This Disney College internship offers college students of all majors and backgrounds the chance to participate in a one-of-a-kind living, learning and earning experience at either Disney World in Florida or Disneyland in California. Student-interns work in paid positions at one of the Disney theme parks, water parks or resorts for either five or seven months. Disney also makes college-level courses available in such areas as: entertainment, hospitality, corporate studies and creativity.

General Internship (CEL 200)
The Internship Program gives students an opportunity to learn important job skills and gain practical experience in their prospective career field. Generally, students are placed in non-paid positions at either profit or non-profit organizations. General internships require a minimum of nine hours of work each week as well as attendance at a two-hour per week seminar dealing with problems and issues related to work. A GPA of 2.0 or higher is required. Offered Summer only.

Independent Study
Independent Study at MCC is a credit bearing study done by an individual student under the sponsorship of a faculty member who provides initial guidance, criticism, review and final evaluation of student performance. Students do most of their work independently and meet periodically with their instructor. Existing courses in the MCC Catalog cannot be offered as Independent Studies.

Credit
No more than 15 Independent Study credits may be granted toward a degree. Credit for a project will be determined jointly by the student, faculty sponsor and department chairperson to accurately reflect the time and work involved. A recommended guide for credit allocation is 37.5 hours of student academic activity for each credit.

Grade
The grade for Independent Study projects will be in accordance with the College’s credit hours and quality points.
Non-Traditional Associate and Baccalaureate Degree Programs for Adult Learners

Cost and Process
Part-time students (less than 12 credits) will be assessed at the regular credit hour rate. No additional charge will be made for students carrying 12 credit hours or more. The student may obtain an application form from the Office of Experiential and Adult Learning and then should meet with the sponsoring faculty member who will initiate the approval process. The proposal must then gain the approval of the department chairperson, the Director of Experiential and Adult Learning, and the Dean of Curriculum.

Professional Courses, Workshops and Conferences
You can earn credit for work experiences through in-service training and education courses. Many of these experiences have been evaluated and approved by the American Council on Education (ACE). Recommendations of college credit for these pre-evaluated experiences are published in the ACE guide.

Fast Track Associate Degree Program in Liberal Arts
The Fast Track Program is designed for adult learners anxious to earn a degree in a reasonable time frame. It allows adult students to earn a Liberal Arts associate's degree by attending part time for three years or less instead of the five to six years it normally takes adult learners attending part time. Students will attend one regular evening class and one Saturday morning (4-hour) class per week each fall and spring semester. Each Fast Track course runs for eight weeks. You will also attend one summer session. Outside assignments will be devoted to working on team or independent projects. The Fast Track courses offered on Saturday are primarily Liberal Arts courses.

Fast Track Bachelor’s Degree Program with Roberts Wesleyan College
Monroe Community College and Roberts Wesleyan College have created a seamless program for adult learners interested in earning a bachelor’s degree in Organizational Management in a shorter period of time. Complete your MCC associate’s degree in 3 years and then complete your Roberts Wesleyan bachelor’s degree program 15 months later. To enter the program, you must be a working adult 25 years of age or older, have substantial work experience and have at least 62 transferable college credits from an accredited institution. Roberts will allow you to transfer up to 72 MCC credits toward their degree requirements totaling 124 credit hours. While in the Roberts program you would be considered a full time student for financial aid purposes.

Charter Oak State College
Charter Oak State College of Connecticut allows MCC associate degree graduates to continue their education at MCC and transfer up to 90 credits toward the bachelor’s degree at Charter Oak. There are two options for completing the additional 30 credits (15 must be upper level) needed for the bachelor’s degree: (1) using Charter Oak on-line courses OR using a variety of other credit – learning options including taking classes at a college near your home. A four-year degree is available in liberal arts with concentrations in over 30 areas. Certain fees apply in addition to tuition costs. Many courses are offered online.

Charter Oak State College
Charter Oak State College of Connecticut allows MCC associate degree graduates to continue their education at MCC and transfer up to 90 credits toward the bachelor’s degree at Charter Oak. There are two options for completing the additional 30 credits (15 must be upper level) needed for the bachelor’s degree: (1) using Charter Oak on-line courses OR using a variety of other credit – learning options including taking classes at a college near your home. A four-year degree is available in liberal arts with concentrations in over 30 areas. Certain fees apply in addition to tuition costs. Many courses are offered online.

Franklin University
and Web Development Students complete their associate’s degree plus 24 semester hours of prerequisite (Bridge) courses, at MCC. Students then complete 40 semester hours toward a bachelor’s degree from Franklin University.

Empire State College (SUNY)

Through the Pathways Transfer Program, MCC graduates (AA, AS, or AAS) are able to transfer into a bachelor’s degree program at Empire State College with a full junior status. During the first year at Empire State, students will be able to take up to 16 additional credits at MCC which will be applied towards their bachelor’s degree program, bringing the total number of transfer credits to 80. The remaining 48 upper-division credits will be completed at Empire State College. The College offers an extensive list of Concentrations to choose from across twelve major areas of Study: The Arts, Business and Economics, Community and Human Services, Cultural Studies, Educational Studies, Historical Studies, Human Development, Interdisciplinary Studies, labor Studies, Nursing, Science and Mathematics, and Social Theory and Change. Empire State’s individualized and flexible educational model allows students to pursue their studies while also meeting work, family and community commitments. Courses are offered in several different methods, including online (400+ courses), one-on-one independent study, seminars and small group studies, and weekend residencies.

Medaille College Accelerated Learning Program

MCC has established a partnership with Medaille College that allows adult students to transfer into the Bachelor in Business Administration degree sequence in the Accelerated Learning Program. Students will earn part of their junior year requirements at MCC, and then transfer into the accelerated, study group-enhanced program across the street at Medaille. Because students will bring in 76 credits, the program maximizes the transfer of credit for MCC students. The Medaille Accelerated Learning Program establishes small cohorts of adult students, supplies students with a laptop computer, and provides a series of adult-friendly services, such as the delivery of textbooks to the classrooms and evening office hours. Textbooks and laptops are covered in the cost of the program and are delivered right to the classroom. Students are considered full-time for financial aid consideration. Medaille College’s Rochester Campus is located at 100 Corporate Woods.
Honors Studies
585.292.3351
Honors Studies create educational experiences for students with outstanding ability. Many honors courses are taught by faculty who have been named MCC Distinguished Professors or who have received the SUNY Chancellor’s Award for Excellence in Teaching.

There are two types of honors courses: Honors Seminars and Honors Sections. Seminar professors develop class topics pertinent to the current seminar themes. These topics are explored through extensive background readings, in-depth discussions, interpretive essays, oral presentations, research, and similar activities.

Honors Sections include the same material covered in regular sections of a course, but in greater depth, with opportunities for students to pursue individual interests.

The Honors Concentration Degree allows students to graduate with honors if they complete the following requirements:

1. Complete program degree requirements with cumulative GPA of 3.50 or better.
2. Complete four honors courses, one of which must be IDC 195 Honors Seminar in Critical Analysis.
3. Complete ENG 200 Advanced Composition
4. Complete one course with a service-learning designation (SV). Alternatively, an independent service project can be designed with the approval of the Coordinator of Honors Studies.

The transcripts of students who complete the above requirements will state “Completed Honors Concentration Option.” Tuition for honors courses is charged at the regular tuition rate. Eligible full-time students (12 credits) may add an honors course with no additional tuition.

Honors courses are available to qualified students in all programs. For new students, eligibility is based on prior academic records, courses taken, grades, class standing and/or letters of recommendation. Contact the Coordinator of Honors Studies for a brochure describing honors courses and an application.

MCC’s Service-Learning courses place students in schools, organizations, businesses and agencies to meet a specific community need.

For continuing MCC students, eligibility is based on completion of at least 12 credit hours, with a minimum grade-point average of 3.25 and/or recommendation by a professor. Students who meet this requirement will be sent an honors application prior to registration.

Service-Learning
585.262.1713
Service-Learning allows students to learn and develop through organized community projects. It is connected to curriculum, emphasizes student enrichment and fills a community need defined by the participating organization. In addition to teaching values, citizenship and leadership, Service-Learning increases the relevancy of education by bringing academic instruction to life.

Service-Learning Option
Students have the opportunity to use the service-learning (sl) hours in identified courses toward obtaining a service-learning distinction on their diploma. This distinction indicates completion of 200 or more sl hours. To receive credit for sl hours, a student must complete all required sl hours in the course and pass the course with a 2.0 or higher. Obtaining a Service-Learning diploma distinction can be an enhancement to an earned degree and can be helpful when transferring or seeking employment.

SVL-101 Service-Learning Seminar – 3 Credits
Earn credit by performing meaningful service at not-for-profit organizations. Students serve for at least nine hours per week throughout the semester. Service-learners also attend a series of eight seminars that cover topics from citizenship development to what makes a community work.
Writing Across the Curriculum
585.292.3392
Writing Across the Curriculum is a program that promotes writing as an effective way of teaching and learning in any discipline. In Writing Intensive (WR) courses, students have the opportunity to learn the course content through formal and informal writing assignments. Formal assignments, written for a reader, require a minimum of 2000 to 2500 words per course; informal assignments, written largely for one’s self, are instructor-specific.

Writing Intensive Option
The Writing Intensive Option is an educational enrichment opportunity. To benefit, a student must select and complete 30 credits of courses designated WR with a “B” average. The student’s transcript will then be marked as “Writing Intensive” and a designation will appear on the diploma. Such a designation will enhance the MCC degree and increase the student’s options for both transfer and employment.

Courses With Imputed Credit

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Equivalent Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 098 Elementary Algebra with Geometry</td>
<td>(4)</td>
</tr>
<tr>
<td>MTH 099 Elementary Algebra Review</td>
<td>(1)</td>
</tr>
<tr>
<td>REA 098 Reading Strategies</td>
<td>(3)</td>
</tr>
<tr>
<td>TRS 092 Basic Mathematics</td>
<td>(5)</td>
</tr>
<tr>
<td>TRS 094 Pre-Algebra</td>
<td>(5)</td>
</tr>
<tr>
<td>TRS 101 Basic Reading, Writing and Learning Skills</td>
<td>(6)</td>
</tr>
<tr>
<td>TRS 103 Intermediate Writing Skills</td>
<td>(3)</td>
</tr>
<tr>
<td>TRS 105 Fundamentals of Writing</td>
<td>(3)</td>
</tr>
<tr>
<td>TRS 107 Employment Readiness</td>
<td>(1)</td>
</tr>
</tbody>
</table>

Imputed Credit
Imputed credit is assigned to pre-college coursework and the credit does not count toward a degree or certificate. Imputed credits do count toward a full time course load for financial aid purposes and students are required to pay tuition for these courses at the same rate as credit-bearing courses. Some imputed credit courses are required for students whose test scores place them at a given level, while other imputed credit courses are elective and are simply recommended to students with a given score.

So why would someone take an imputed course that isn’t required?
Imputed credit courses are offered to give students who are not quite ready for college-level work in math, writing, or reading the chance to develop their skills before taking demanding coursework in these fields or in other fields that require challenging college-level work in these areas. Students who enter college coursework without the proper skills may find that they fail to earn a passing grade, and may therefore be required to repeat a course. By taking the appropriate non-credit preparation course(s), students are more likely to succeed the first time through college-level work. For this reason, students whose test scores place them in pre-college coursework are strongly urged to take the non-credit course in order to better ensure success in his/her studies.
Students must meet certain requirements to be eligible for the federally-funded program. Students who qualify for the Student Support Services program must be accepted into the Transitional Studies or English for Speakers of Other Languages program, and be either:

- a first-generation college student (neither parent has a four-year college degree), or
- a member of a low-income household, or
- a student with a disability.

The ESOL program offers courses in English for non-native speakers who need language and cultural preparation to succeed in an academic program or to pursue their career goals. Students may be matriculated into the ESOL program if their language skills are at a certain level, determined by objective testing, a writing sample and an interview. ESOL courses may be used to fulfill general elective requirements in degree programs.

English for Speakers of Other Languages (ESOL)
585.292.2024

The ESOL program offers courses in English for non-native speakers who need language and cultural preparation to succeed in an academic program or to pursue their career goals. Students may be matriculated into the ESOL program if their language skills are at a certain level, determined by objective testing, a writing sample and an interview. ESOL courses may be used to fulfill general elective requirements in degree programs.

The ESOL Program Provides:
- Specialized testing for placement
- Special program advisement
- Integrated skills courses concurrent with mainstream college classes
- Electives in pronunciation, oral communication and computers
- Day and evening classes
- Credit-bearing classes
- Small-group work emphasis
- Ongoing academic advisement
- Cross-cultural advisement

NOTE: International students requiring F-1 visas are not eligible for admission into the ESOL program.

Courses
ESL 100 Intermediate II: Reading Focus
ESL 120 Intermediate II: Integrated Skills
ESL 130 Advanced I: Integrated Skills
ESL 201 Advanced II: Reading/Writing

Student Support Services Program
585.292.2348
- Personal counseling
- Academic/career/transfer/financial aid advisement
- Tutoring
- College enrichment workshops
- Testing accommodations for learning/physically challenged students
- College tours
- Student recognition activities

Students must meet certain requirements to be eligible for the federally-funded program. Students who qualify for the Student Support Services program must be accepted into the Transitional Studies or English for Speakers of Other Languages program, and be either:

- a first-generation college student (neither parent has a four-year college degree), or
- a member of a low-income household, or
- a student with a disability.
Interdisciplinary Programs Learning Centers

The Interdisciplinary Programs Learning Center (Brighton Campus - Room 11-211) and the Transitional Studies Mastery Lab (Damon City Campus - Room 4262) are multi-media learning centers that supplement the academic instruction of the Transitional Studies (TRS) and English for Speakers of Other Languages (ESOL) programs.

Students who are enrolled in TRS and ESOL courses are encouraged to frequent the learning centers and take advantage of the numerous resources. Special features of the Interdisciplinary Programs Learning Centers include a user-friendly atmosphere, personalized instruction and assistance in using the technology, math study skills videos and more. Free tutoring across course disciplines is also available to all current MCC students regardless of their program of study.

The Centers also offer a variety of customized services including course review sessions, occupation-specific demonstrations and guest speakers to students who are matriculated in technical/vocational programs.

OFFICE OF WORKFORCE DEVELOPMENT

585.262.1430

We offer cost-effective training opportunities, credit courses, flexible scheduling, and delivery on-site, online or at MCC.

Company Training

MCC’s Office of Workforce Development helps organizations realize their potential. Employees need to know how to use new technology, deal with customers/clients who demand higher quality at lower prices, and learn quality principles to compete in today’s ever-changing, high-tech marketplace. Whether your organization is a business (service or manufacturing), nonprofit or government agency, training is an important investment that will help secure your organization’s future and competitive advantage.

Area employers that have contracted for our educational services include: CooperVision, Datrose Inc., Diamond Packaging, Eastman Kodak Company, Eltrax Industries, Excellus BlueCross BlueShield, Fairport Central School District, Gleason Works, Monroe County Department of Human Services, Monroe County Sheriff’s Department, Nalge Nunc Inc., Nixon Peabody LLC, Paetec Communications, Paychex Inc., Quality Vision International, Wegmans Food Markets, Xerox Corporation and ViaHealth.

Program directors in Workforce Development can customize a course or training program to your needs, provide excellent instruction, and motivate the course participants.

Professional Development

Workforce Development also offers open enrollment courses for which individuals can register. These courses build on-the-job skills, improve performance and productivity, enhance one’s marketability and income potential, and help today’s workforce reach job and career goals.

What We Offer

The Office of Workforce Development offers many courses and programs in a broad array of professions and will customize training to fit employer needs. For example:

**Business and Professional**
- Lean Six Sigma – Green Belt and/or Black Belt
- Supervisory Training
- Leadership Training
- Computer Literacy (Mobile Computer Lab)
- Communication Skills
- Effective Presentations
- Business Writing

**College Prep**
- SAT/PSAT Preparation Course

**Driver Training**
- Learn to Ride
- Intermediate Rider
- Experienced Rider
- Motorcycle Maintenance

**Green Industry Training**
- Your Role in the Green Environment
- Building Analyst (BPI Certification)
- Envelope Professional Certification
- Heating Specialist Certification
- Cooling Certification

**Energy Efficiency Specialist**
- Welding & Fabrication

**Health Care**
- Continuing Education for Dental Professionals
- Administering & Monitoring of Local Infiltration Anesthesia
- Identifying & Reporting of Child Abuse & Maltreatment
- Barrier Precaution and Infection Control

**Information Technology**
- Cisco Certifications – Entry Network Technician (CIENT), Network Associate (CCNA)
- Oracle Certifications - Database Administrator (DBA), PL/SQL Developer, associate and professional levels
- CompTIA – A+ and Network+
- Telecommunications - Convergence Technology Professional

**Skilled Trades**

Serving the areas of:
- Electrical
- Plumbing
- Pipefitting
- Construction Essentials
- Code & Licensing Preparation
- OSHA
- Machine Tool Operations
- Blueprint Reading
- Geometric Dimensioning & Tolerancing
- Sheet Metal
- Manufacturing – ISO, GD&T, Industrial Measurement & Quality Control
- MASTERCAM

**Skill Assessment and Credentialing**
- Skilled Trades Skill Assessment

Contact Us

Visit www.monroec.edu/go/workforce or call the office at 585.262.1430. Ask to speak with a program director to discuss how MCC can assess your needs and develop courses to meet those needs.
MCC General Education Requirements (MCC-GER):

Every student earning an associate degree (A.A., A.S., or A.A.S) will have taken and passed a minimum of 17 credits in the following six (6) knowledge and skill areas and two (2) competencies. These requirements are included in the Distribution Requirements of each program printed in the catalog. Students who meet all of the program requirements will satisfy the MCC-GER.

MCC General Education Requirement: Basic Communication (3 credits)
Students will produce coherent texts within common college-level written forms and demonstrate the ability to revise and improve such texts. Additionally, students will research a topic, develop an argument and organize supporting detail. Students will also develop proficiency in oral discourse and acquire the skills to evaluate an oral presentation according to established criteria.

The Basic Communication requirement is satisfied by: ENG 101 or ENG 200

MCC General Education Requirement: Humanities (3 credits)
Students will demonstrate knowledge of the conventions and methods of at least one of the humanities in addition to or at a different level from the knowledge and skills encompassed by Basic Communication.

The Humanities Requirement is satisfied by any MCC Humanities course.*

Students planning to transfer to a SUNY 4-year school should select a Humanities course that also meets the SUNY-GER (see SUNY-GER page for details).**

MCC General Education Requirement: Mathematics (3 credits)
Students will demonstrate competence in Arithmetic and Algebra. Additionally, students will demonstrate the ability to interpret and solve problems using quantitative analysis.

The Mathematics Requirement is satisfied by MTH 104 or any higher level mathematics course for A.A.S. degree and by MTH 150 or higher for A.S. or A.A. degrees unless specified differently in your program of study. Check your program of study for specific mathematics courses that fulfill the mathematics requirement.

Students planning to transfer to a SUNY 4-year school should select a Mathematics course that also meets the SUNY-GER (see SUNY-GER page for details).**

MCC General Education Requirement: Social Science (3 credits)
Students will demonstrate knowledge of the major concepts, models and issues of at least one discipline in the social sciences. Additionally, students will demonstrate a knowledge and understanding of such things as opposing points of view, ethical conflicts and cultural and/or ethnic contributions and traditions that are part of that discipline. The student will demonstrate the ability to react responsibly and respectfully to these differences.

The Social Science Requirement is satisfied by any MCC Social Science course.*

Students planning to transfer to a SUNY 4-year school should select a Social Science course that also meets the SUNY-GER (see SUNY-GER page for details).**

MCC General Education Requirement: Natural Science (3 credits)
Students will demonstrate knowledge of major concepts, models and issues of at least one discipline in the natural sciences.

The Natural Science Requirement is satisfied by any MCC Natural Science course.*

Students planning to transfer to a SUNY 4-year school should select a Natural Science course that also meets the SUNY-GER (see SUNY-GER page for details).**

MCC General Education Requirement: PE/Health (2 credits)
Students will have the ability to understand issues of health and fitness in order to develop such skills as teamwork, leadership and lifestyle management leading to the development of a balance among the various aspects of wellness.

The PE/Health Requirement is satisfied by any MCC PE/Health Education course.*

MCC General Education Requirement: Critical Thinking (Reasoning)
Students will identify, analyze and evaluate arguments as they occur in their own or others, work and develop well-reasoned arguments. Additionally, students will demonstrate the ability to define, interpret and solve problems using such methods as creative thinking, comparative reasoning, analysis, synthesis and evaluation.

No specific course requirement. Critical Thinking is an infused competency, which students will learn throughout their college experiences.

MCC General Education Requirement: Information Management
Students will perform the basic operations of personal computer use and understand and use basic research techniques. In addition, students will locate, evaluate and synthesize information from a variety of sources.

No specific course requirement. Information Management is an infused competency, which students will learn throughout their college experiences.

* As listed in this catalog, &Courses Fulfilling MCC General Education Requirements.
** As listed in this catalog, &Monroe Community College SUNY General Education Course Plan on the following pages.

66 Academic Information/SUNY General Education
Courses Fulfiling MCC General Education Requirements

Courses listed below will fulfill degree requirements in the following categories: HUMANITIES, SOCIAL SCIENCE, NATURAL SCIENCE, MATHEMATICS, and HEALTH/PHYSICAL EDUCATION. Check your Program of Study description for allowable electives, particularly in transfer programs. Special Studies Courses, (numbers 180-189 and 280-189) MAY fulfill one or more general education requirement, even if they do not appear below. Consult the online course description to determine category fulfilled.

### LIBERAL ARTS
Some programs require a liberal arts elective. To satisfy this requirement, a student may select any course listed under the following areas on this page:

- **HUMANITIES**
- **SOCIAL SCIENCES**
- **MATHEMATICS** (With exceptions noted under **“Mathematics”** below)
- **NATURAL SCIENCES** (With exceptions noted under **“Natural Science”** below)

### HUMANITIES

- AAD 105 Typography
- ART - All Courses
- COM 101 Introduction to Mass Media
- COM 120 Media Literacy
- COM 130 Media Writing
- COM 131 Print Journalism
- COM 270 Media and Society
- EDU 150 Performance and Presentation Skills for Educators
- ENGLISH - All Courses
- FOREIGN LANGUAGE - All Courses INCLUDING the following:
  - ASL 101 American Sign Language I
  - ASL 102 American Sign Language II
  - ASL 103 American Sign Language III
  - ASL 104 American Sign Language IV
  - ASL 201 American Deaf Culture and Community
- *HIS 251 Literature and Philosophy of China and Japan
- *HIS 257 Modern Women: An Historical and Literary Perspective
- **HUMANITIES - All Courses
- IDE 100 Interior Decoration and Design
- MUSIC - All Courses
- PHILOSOPHY - All Courses
- PHO 101 Photography for Non-Majors I
- PHO 106 Photography I
- PHO 135 Digital Photography
- **PHO 140 History of Photography: Early

### SOCIAL SCIENCE

- AAD 107 A History of Graphic Design
- ANTHROPOLOGY - All Courses
- **ART 118 Perspectives of Art History I: Ancient
- **ART 119 Perspectives of Art History II: Modern
- **ART 121 Perspectives of Art History III: Non-Western Art
- **ART 240 Women, Art and Society
- **ART 271 Twentieth Century Art and Ideas
- ECE 250 Infant and Toddler Development
- ECE 251 Family and Culture
- ECONOMICS - All Courses
- EDU 208 Guided Observations in Education
- GEG 102 Human Geography
- GEG 201 Geography of the United States and Canada
- GEG 211 Economic Geography
- GEG 215 Geography of Tourism Destinations
- GEG 218/POS 218 Political Geography
- HISTORY - All Courses
- LAW - All Courses
- **MUS 119 Music in World Cultures
- **MUS 120 Jazz in American Society
- **MUS 150 History of Rock +n Roll
- **MUS 155 African-American Music in America
- **MUS 201 History of Music I
- **MUS 202 History of Music II
- **PHO 140 History of Photography: Early
- **PHO 145 History of Photography: Modern
- POLITICAL SCIENCE - All Courses
- PPE 208 Sport Psychology
- PSYCHOLOGY - All Courses
- SOCIAL AND BEHAVIORAL SCIENCES - All Courses
- SOCIAL SCIENCE - All Courses
- SOCIOLoGY - All Courses
- SVL 101 Service-Learning Seminar

### MATHEMATICS

For A.A.S. degree programs: MTH 104 or higher unless specified differently in your program of study. Check your program of study for specific mathematics courses that fulfill the mathematics requirement for your program.

For A.S. and A.A. degree programs: MTH 150 or higher unless specified differently in your program of study. Check your program of study for specific mathematics courses that fulfill the mathematics requirement for your program.

### NATURAL SCIENCE

For A.A.S. degree programs: All courses listed below fulfill the Natural Science elective requirement.

For A.S. and A.A. degree programs: All courses listed below fulfill the Natural Science elective requirement EXCEPT PHY 100, PHY 143.

**BIOLOGY** - All courses
**CHEMISTRY** - All courses
**FSA 117 Basic Consumer Nutrition**
**GEG 100 Physical Geography Laboratory**
**GEG 101 Physical Geography**
**GEG 104 Weather and Climate**
**GEOLOGY - All courses**
**PPE 275 Physiology of Exercise**
**PHYSICS** - All courses EXCEPT the following:
**PHY 100 Preparatory Physics (cannot count toward A.A. & A.S.)**
**PHY 143 Physics for Automotive Technologies (cannot count toward A.A. & A.S.)**
**SCIENCE - All courses**

### HEALTH/PHYSICAL EDUCATION

All courses with the following prefixes:
**HED, PE, PEC, PEH, PEJ, PEM, PEW, PFT, PPE**

* Satisfies the requirement of a literature course, a humanities elective, or a social science elective.

** Satisfies the requirement of a humanities or social science elective.
SUNY General Education Requirements (SUNY-GER)

Monroe Community College strives to ensure that all students receive the necessary knowledge and skills to be successful in their lives, their education, and their work. General Education is an important component of the College's commitment to students. General Education is defined as those courses and learning outcomes which supplement the core courses in an academic program, broadening the students, understanding of themselves and their society, and providing additional skills for careers.

The State University of New York requires all students graduating with a bachelor's degree from a SUNY campus to take 30 credit hours of general education courses. MCC students planning to transfer to a SUNY college or university to complete a baccalaureate degree will be able to complete most or all of these requirements prior to transfer. The requirements cover ten knowledge and skill areas and two competencies. That is to say, there are ten subjects to be covered by specific classes and two areas that students will learn, not with direct instruction, but through the college experience over all.

The ten knowledge and skill areas to be learned through specific coursework are:

- American History
- The Arts
- Basic Communication
- Foreign Language
- Humanities
- Mathematics
- Natural Science
- Other World Civilizations
- Social Science
- Western Civilization

The infused competencies, which students will learn throughout their college experiences, are:

- Critical Thinking
- Information Management

Each knowledge and skill area completed at MCC will be documented as complete, ensuring that the SUNY transfer college will accept that requirement as being satisfied. As soon as the student makes the decision to transfer to a SUNY four-year institution, it is very important that she or he seek advisement on the best selection of courses in his or her degree program. All students are urged to seek advisement at the earliest opportunity and continue to do so throughout their studies at the college.

While students who do not plan to transfer to SUNY four-year schools are not required to meet this SUNY general education requirement, all degree-earning students must complete the MCC general education requirements. These requirements are similar to the SUNY requirements, and students who complete SUNY requirements will be meeting MCC requirements along the way.

MCC is one of the largest colleges in Upstate New York, in terms of annual enrollment.
### WAIVER CRITERIA

<table>
<thead>
<tr>
<th>KNOWLEDGE AND SKILL AREAS</th>
<th>AP SCORES OF 3, 4, OR 5</th>
<th>CLEP (MINIMUM SCORE)</th>
<th>DANTES (MINIMUM SCORE)</th>
<th>REGENTS</th>
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<tbody>
<tr>
<td><strong>1. Mathematics</strong></td>
<td>Calculus (AB) Calculus (BC)</td>
<td>Calculus w/Elementary Functions - 50 College Algebra - 50 College Alg. w/Trig. - 50</td>
<td>Fundamentals of College Algebra - 47 Principles of Statistics - 48</td>
<td>3 years of sequential Regents level math in high school: 85% or above on Regents Course III exam</td>
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<tr>
<td><strong>2. Natural Sciences</strong></td>
<td>Exams in Biology; Chemistry; Physics (B or C)</td>
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<tr>
<td><strong>5. Western Civilization</strong></td>
<td>Exams in Art History (B); European History</td>
<td>West. Civilization to 1648 - 50 West. Civilization 1648+ - 50</td>
<td>Contemporary Western Europe: 1946-1990 - 47</td>
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<tr>
<td><strong>6. Other World Civilizations</strong></td>
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<td></td>
<td>Human/Cultural Geography - 48</td>
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<td><strong>7. Humanities</strong></td>
<td>Exams in Art History (B); English</td>
<td>American Literature - 50 English Literature - 50</td>
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<td><strong>8. The Arts</strong></td>
<td>Exams in Art Studio (A); Music</td>
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<tr>
<td><strong>9. Foreign Language</strong></td>
<td></td>
<td>College French I - 50 College French II - 52 College German I - 50 College German II - 63 College Spanish I - 50 College Spanish II - 54</td>
<td></td>
<td>3 years of sequential Regents level foreign language in high school: 85% or above on Regents exams</td>
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<tr>
<td><strong>10. Basic Communication</strong></td>
<td>English</td>
<td>420 or better on CLEP General English Exam; College Composition - 50</td>
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<td>Mathematics (MAT)</td>
<td>Natural Sciences (NS/S)</td>
<td>Social Sciences (SS/S)</td>
<td>American History (HIS/SAMH)</td>
<td>Western Civilization (WOC/OA)</td>
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<td>If Below 85 on US History Regents Exam:</td>
<td>ART 118*</td>
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<tr>
<td>MTH 140</td>
<td>BIO 116</td>
<td>ANT 101</td>
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<td>ART 119*</td>
</tr>
<tr>
<td>MTH 141#</td>
<td>BIO 120</td>
<td>ANT 102*</td>
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<td>HIS 105</td>
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<td>MTH 150</td>
<td>BIO 132</td>
<td>ANT 110</td>
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<td>HIS 106</td>
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<td>MTH 151</td>
<td>BIO 132 &amp; 133</td>
<td>ANT 130</td>
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<td>HIS 108</td>
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<td>MTH 156</td>
<td>BIO 135</td>
<td>ANT 201*</td>
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<td>HIS 255</td>
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<tr>
<td>MTH 160</td>
<td>BIO 136</td>
<td>ANT 202</td>
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<td>HIS 225</td>
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<td>MTH 165</td>
<td>BIO 143</td>
<td>ECO 101</td>
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<td>MTH 175#</td>
<td>BIO 155</td>
<td>ECO 111</td>
<td></td>
<td>HHM 221*</td>
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<td>MTH 200#</td>
<td>BIO 195</td>
<td>ECO 122</td>
<td></td>
<td>MUS 201</td>
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<tr>
<td>MTH 210#</td>
<td>CHE 100</td>
<td>GEG 102*</td>
<td></td>
<td>MUS 202</td>
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<tr>
<td>MTH 211#</td>
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<td>GEG 201</td>
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<td>MTH 212#</td>
<td>CHE 124</td>
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<td>MTH 213#</td>
<td>CHE 136</td>
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<td>MTH 214</td>
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<td>MTH 215</td>
<td>CHE 151</td>
<td>POS 107*</td>
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<td>MTH 216</td>
<td>CHE 151 &amp; 101</td>
<td>POS 220*</td>
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<td>MTH 217</td>
<td>GEO 101</td>
<td>POS 225</td>
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<td>MTH 218</td>
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<td>POS 230*</td>
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<td>MTH 219</td>
<td>GEO 111</td>
<td>POS 425*</td>
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<td>MTH 220</td>
<td>PHY 120</td>
<td>POS 245*</td>
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<td>MTH 221</td>
<td>PHY 131</td>
<td>PSY 101</td>
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<td>MTH 222</td>
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<td>MTH 223</td>
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<td>MTH 224</td>
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<td>MTH 225</td>
<td>PHY 154</td>
<td>SOC 101</td>
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<td>MTH 226</td>
<td>PHY 161</td>
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<td>MTH 227</td>
<td>SCI 131</td>
<td>SOC 200</td>
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<td>MTH 228</td>
<td>SOC 201</td>
<td>POS 245*</td>
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</tr>
</tbody>
</table>

*This course appears in more than one knowledge and skill area, but can only be used to fulfill one requirement at MCC.
+Can only be used for education, health, social work or human services programs.
#A passing grade in this course will qualify as a waiver for this knowledge and skill area.
Italicized courses are new.

The most recent version of this document can be found online at: www.monroecc.edu, A-Z Index, SUNY General Education.

Revised 2/24/10
Service Learning

Service-learning combines civic engagement with academic coursework in a way that benefits both the student and the community.

By partnering with our community, students help develop solutions to the region's most pressing problems. In turn, the community provides innovative opportunities for students to learn. That enriches the quality of their education – and everyone wins.

At MCC, students participate in service projects that are tied to courses in Art, English, Law and Criminal Justice, Physical Studies/Physical Education, Sociology, Education, Marketing, Business, and other curricula.

Students who complete 200 hours of service with a 2.0 or better average receive a seal of distinction on their diploma indicating they've had a service learning concentration while at MCC.

For more information, go to www.monroecc.edu/go/servicelearning
A.A. & A.S. degrees are designed for students who plan to transfer to a baccalaureate degree program. A.A.S. degree prepares the student for immediate entry into a specific technical or paraprofessional career field.

A.A. degree requires completion of 45 credits in Liberal Arts and Sciences. Evidence of transferability into compatible programs at two baccalaureate-granting institutions.

A.S. degree requires completion of 30 credits in Liberal Arts and Sciences. Evidence of transferability into compatible programs at two baccalaureate-granting institutions.

A.A.S. degree requires completion of 20 credits in Liberal Arts and Sciences. Validated by documentation from an Advisory Group review team.

Certificate a credential issued by an institution in recognition of the completion of a curriculum other than one leading to a degree; offered for a particular purpose to meet a local or immediate need. Every credit bearing course is applicable to a registered degree program at the College.

Transfer Programs

These two year programs of study leading to an A.A. or A.S. Degree, provide an opportunity to complete the first two years of study toward a baccalaureate degree. The third and fourth years of study would be completed at the four-year college or university a student transfers to after completion of the MCC program. Because each four-year institution has its own requirements, any student planning to transfer is advised to select courses in consultation with a transfer counselor, department chairperson or faculty member.

These programs are designed for students who plan to transfer to a baccalaureate degree program. If you’re interested in pursuing a course of study not listed, contact an admissions counselor to plan a program that meets your educational goals.

Program                     HEGIS CODE
Addictions Counseling       5506
Advertising: Commercial Art 5012
Business:
  Business Administration - Associate in Science (A.S.) Degree 5004
  International Business - Associate in Science (A.S.) Degree 5009
  Office Technology-Office Administration - Associate in Science (A.S.) Degree 5005
  Cinema and Screen Studies - Associate in Science (A.S.) Degree 5606
  Communication and Media Arts - Associate in Science (A.S.) Degree 5606
  Computer Information Systems - Associate in Science (A.S.) Degree 5101
  Computer Science - Associate in Science (A.S.) Degree 5101
  Criminal Justice - Associate in Science (A.S.) Degree 5505
  Engineering Science - Associate in Science (A.S.) Degree 5609
  Fine Arts - Associate in Science (A.S.) Degree 5610
  Health Studies - Associate in Science (A.S.) Degree 5299
  Information Technology - Associate in Science (A.S.) Degree 5101
  Liberal Arts and Sciences: Adolescence Education (Teacher Education Transfer) 5649
  Liberal Arts and Sciences: Childhood Education (Teacher Education Transfer) 5649
  Liberal Arts and Sciences: Early Childhood Education (Teacher Education Transfer) 5649
  Liberal Arts and Sciences - General Studies - Associate in Science (A.S.) Degree 5699
  Liberal Arts and Sciences - Humanities and Social Science - Associate in Arts (A.A.) Degree 5649
  Liberal Arts and Sciences - Science - Associate in Science (A.S.) Degree 5649
  Performing Arts: Music - Associate in Science (A.S.) Degree 5610
  Physical Education Studies - Associate in Science (A.S.) Degree 5299.30
  Public Relations                      5004

Certificate Programs

Certificate programs are offered to students who desire a rather high degree of specialization in a short program of instruction. Programs vary in length from 20 to 55 college credits. All courses may be applied toward a degree should certificate students later decide to complete the associate degree requirements within their field of study. Those interested in such programs should contact the Office of Admissions, the academic field department chairperson, or a college counselor in the counseling center.

Program                     HEGIS CODE
Advanced Studies             5649
Automotive Technology        5306
Court Reporting              5005
Criminal Justice - Corrections Administration 5505
Culinary Arts                5404
Dental Assisting              5202
Dental Assisting Rapid Track 5312
Early Care                   5503
Electronics Technology       5310
Emergency Management          5508
Emergency Medical Services   5299
Food Management               5010
Heating, Ventilating, and Air Conditioning 5317
Hotel Management             5010
Human Services               5501
Interior Design              5012
Law Enforcement               5505
Medical Transcription         5005
Office Technology:            5005
  Clerk-Typist
  Information Processing       5005
  Medical Office Assistant     5005
Mathematics                   5617
Optical Systems Technology    5212
Paralegal Studies             5099
Precision Machining -- Optical Fabrication 5212
Precision Tooling             5312
Small Business Management     5004
Sustainability                5649
Teaching Assistant:           5503
  Adolescence
  Early Childhood/Childhood
  Technology
  Telecommunications Services Technology 5310
Travel and Tourism           5011

This page represents the most current listing and status of degree and certificate programs approved for MCC. Enrollment in other than registered and approved programs may jeopardize a student’s eligibility for certain student financial aid awards.
Career Programs

These two-year programs provide an opportunity for students to earn an Associate in Applied Science (A.A.S.) degree. Upon completion of the program, a student is prepared for immediate entry into a specific technical or paraprofessional career field. Emphasis is upon providing particular occupational skills; however, many students do transfer and successfully complete baccalaureate degree programs. Nonetheless, these curriculums are designed primarily for students seeking full-time employment in their chosen field after two years of college study.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>HEGIS CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting: General</td>
<td>5002</td>
</tr>
<tr>
<td>Air Conditioning Technology: Heating &amp; Ventilation</td>
<td>5317</td>
</tr>
<tr>
<td>Apprentice Training-Automotive</td>
<td>5306</td>
</tr>
<tr>
<td>Apprentice Training-Machine Trades</td>
<td>5312</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>5205</td>
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<tr>
<td>Business: Office Technology-</td>
<td></td>
</tr>
<tr>
<td>Legal Office Administrative Assistant</td>
<td>5005</td>
</tr>
<tr>
<td>Office Administrative Assistant</td>
<td>5005</td>
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<tr>
<td>Computer Information Systems</td>
<td>5101</td>
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<tr>
<td>Computer Systems Technology</td>
<td>5104</td>
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<tr>
<td>Construction Technology</td>
<td>5317</td>
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<tr>
<td>Criminal Justice-</td>
<td></td>
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<tr>
<td>Corrections Administration</td>
<td>5505</td>
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<tr>
<td>Police</td>
<td>5505</td>
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<tr>
<td>Dental Hygiene</td>
<td>5203</td>
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<tr>
<td>Electrical Engineering Technology-Electronics</td>
<td>5310</td>
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<tr>
<td>Emergency Management</td>
<td>5508</td>
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<tr>
<td>Emergency Medical Technician: Paramedic</td>
<td>5299</td>
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<tr>
<td>Entrepreneurial and Applied Business Studies</td>
<td>5004</td>
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<tr>
<td>Fire Protection Technology</td>
<td>5507</td>
</tr>
<tr>
<td>Health Information Technology/Medical Records</td>
<td>5213</td>
</tr>
<tr>
<td>Hospitality Management</td>
<td>5404</td>
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<tr>
<td>Human Services</td>
<td>5501</td>
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<tr>
<td>Interior Design (Design [Fashion]: Interior Design)</td>
<td>5012</td>
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<tr>
<td>Manufacturing Technology</td>
<td>5312</td>
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<tr>
<td>Massage Therapy</td>
<td>5299</td>
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<td>Mechanical Technology</td>
<td>5315</td>
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<td>Nursing</td>
<td>5208.10</td>
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<td>Optical Systems Technology</td>
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<tr>
<td>Precision Machining</td>
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<tr>
<td>Radiologic Technology</td>
<td>5207</td>
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<tr>
<td>Visual Communications Technology:</td>
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<tr>
<td>Graphic Arts/Printing</td>
<td>5012</td>
</tr>
<tr>
<td>Photography/Television</td>
<td>5008</td>
</tr>
</tbody>
</table>
ACCOUNTING: GENERAL
A.A.S. DEGREE

This program is designed for the student seeking a position as an accounting technician. The curriculum provides a solid background in general accounting procedures, automated accounting systems and spreadsheet programs, and general knowledge of business law and management. Graduates will be prepared to keep records of daily financial transactions, create financial statements, and prepare other related reports.

This program is not designed as a transfer program. Students who plan to transfer to a four-year college to earn their Bachelor’s degree should discuss their plans with an advisor as early as possible to identify the appropriate program.

Distribution Requirements

HUMANITIES: 9 Credit Hours
- ENG 101 College Composition OR ENG 200 Advanced Composition .................................................. 3
- SPT 140 Introduction to Speech Communication OR SPT 141 Interpersonal Speech Communication OR SPT 142 Public Speaking OR SPT 143 Small Group Communication ................................................................. 3
- ENG 250 Professional Communication ....................................................................................... 3

Total 9

SOCIAL SCIENCE: 6 Credit Hours
- ECO 101 Introduction to Economics OR ECO 111 Principles of Microeconomics ......................... 3
- ECO 103 Personal Money Management ....................................................................................... 3

Total 6

MATHEMATICS AND NATURAL SCIENCE: 6 Credit Hours
- MTH 130 Modern Business Mathematics (recommended) OR MTH 104 Intermediate Algebra or higher (NOT MTH 150 Survey of Mathematics)* ................................................. 3
- NATURAL SCIENCE ELECTIVE .................................................................................................. 3

Total 6

BUSINESS COURSES: 41 Credit Hours
- ACC 101 Principles of Accounting I OR ACC 110 Principles of Accounting II ........................................ 4
- ACC 102 Principles of Accounting II ............................................................................................. 4
- ACC 201 Accounting Applications ............................................................................................... 3
- ACC 202 Payroll Accounting ........................................................................................................ 2
- ACC 204 Tax Procedures ................................................................................................................ 3
- ACC 210 Intermediate Accounting I ............................................................................................ 4
- ACC 220 Cost Accounting .............................................................................................................. 3
- ACC 230 Accounting Systems and Applications ........................................................................... 3
- BUS 104 Introduction to Business .................................................................................................. 3
- BUS 200 Legal Environment of Business ..................................................................................... 3
- BUS 275 Business Cooperative Education .................................................................................... 4
- CIS 121 Microsoft Office** ........................................................................................................... 4
- OFT 121 Introduction to Keyboarding*** .......................................................................................... 1

Total 41

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
- Physical/Health Education ............................................................................................................. 2

Total 2

TOTAL CREDITS 64

* Students with strong math skills should consult with their advisor to select the appropriate math course.

** CIS 121 or the combination of CRC 113, 115, 116, 117

*** May be waived

ADDCITIONS COUNSELING
A.S. DEGREE

This program is designed to prepare students for a future in addiction counseling after completing the baccalaureate in Social Work or another relevant field. Addiction counseling is a challenging and rewarding field for which entry-level employees are often not well prepared. This program is designed around the 12 Core Functions designated as essential by the New York State Office of Alcohol & Substance Abuse Services and required for completion of the Credentialled Alcohol & Substance Abuse Counselor (CASAC). These core functions are addressed in six 3-credit alcohol & chemical dependency counseling classes.

In New York State, oversight of treatment for addiction to drugs/alcohol is by the New York Office of Alcohol & Substance Abuse Services (OASAS). The credential for drug and alcohol counselors is the Credentialled Alcohol & Substance Abuse Counselor, commonly known as the CASAC. Anyone with a CASAC qualifies as what is known as Quality Health Professional (QHP). All drug/alcohol abuse treatment facilities that are licensed by New York must comply with the OASAS requirement that at least 50% of their clinical staff be QHPs and the preferred form of QHP for chemical dependency treatment agencies is the CASAC.

Distribution Requirements

HUMANITIES: 9 Credit Hours
- ENG 101 College Composition OR ENG 200 Advanced Composition ............................................. 3
- HUMANITIES ELECTIVE* ................................................................................................................ 3
- LITERATURE ELECTIVE* .................................................................................................................. 3

Total 9

SOCIAL SCIENCE: 12 Credit Hours
- PSY 101 Introductory Psychology ................................................................................................ 3
- SOC 101 Introductory Sociology ..................................................................................................... 3
- SOCIAL SCIENCE ELECTIVES* ...................................................................................................... 6

Total 12

NATURAL SCIENCE AND MATHEMATICS: 9-11 Credit Hours minimum
- MTH 103 Statistics I OR higher ....................................................................................................... 3
- NATURAL SCIENCE ELECTIVES* .................................................................................................... 6-8

Total 9-11

ADDCITIONS COUNSELING PROGRAM REQUIREMENTS: 15 Credit Hours
- ACD 140 Alcohol/Chemical Dependency & the Human Service Worker .................................. 3
- ACD 143 Alcohol/Chemical Dependency - Independent Counseling Skills ............................... 3
- ACD 144 Alcohol/Chemical Dependency - Group Counseling Skills ......................................... 3
- HUM 101 Introduction to Human Services ..................................................................................... 4
- HUM 111 Field Work in Human Services I ..................................................................................... 2

Total 15

PROGRAM ELECTIVES: Any 9 Credit Hours
- ACD 141 Alcohol/Chemical Dependency - Treatment Modalities .............................................. 3
- ACD 142 Alcohol/Chemical Dependency & the Family ................................................................. 3
- ACD 145 Alcohol/Chemical Dependency - Special Topics ............................................................. 3
- ACD 146 Alcohol/Chemical Dependency - Internship & Seminar ............................................... 6

Total 9
GENERAL ELECTIVES: 4 Credit Hours
General Electives* ........................................................................................................................... 4

Total 4

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
Physical/Health Education .................................................................................................................. 2

Total 2

TOTAL CREDITS 60-62

* ELECTIVES: Students should seek advisement regarding elective depending on their transfer plans.

Students planning to transfer to a SUNY college or university must also fulfill the SUNY General Education Requirement.

ADOLESCENCE EDUCATION (TEACHER EDUCATION TRANSFER)
A.A. DEGREE

See Liberal Arts and Sciences: Adolescence Education

ADVANCED STUDIES (HONORS STUDIES)
CERTIFICATE PROGRAM

The Advanced Studies Certificate Program offers extraordinary students the opportunity for advanced learning experiences, which involve first-hand encounters with people, places, events and ideas. Acceptance into the program denotes admission into the College’s Honors Institute. Through Institute membership, students will enjoy unique learning experiences within and beyond the classroom.

Each student will engage in a number of exceptional experiences as a select member of a cohort led by a faculty mentor who has designed specialized academic experiences. Through exceptional course-based exploration, unique curricular and co-curricular experiential learning activities, collaborative learning community opportunities, and fulfilling Service-Learning projects, Institute students will encounter learning worthy of their extraordinary capacity for growth.

The Certificate in Advanced Studies requires concurrent matriculation into a degree program. While a student could complete the requirements over the period of two semesters, it is designed to be taken over the four semesters of the degree program.

Distribution Requirements
Credit Hours

First Semester: 6-7 credits
ENG 200 Advanced Composition ........................................................................................................ 3
HONORS ELECTIVE .................................................................................................................................. 3-4
Total 6-7

Second Semester: 4-7 credits
HONORS ELECTIVE .................................................................................................................................. 3-4
Service Learning Elective ......................................................................................................................... 1-3
Total 4-7

Third Semester: 3-4 credits
HONORS ELECTIVE .................................................................................................................................. 3-4
Total 3-4

Fourth Semester: 3 credits
IDC 195 Honors Seminar in Critical Analysis ......................................................................................... 3

Total 3

TOTAL 16-21

ADVERTISING: COMMERCIAL ART
A.S. DEGREE

This program is designed to prepare students to transfer to a four-year college or university offering majors in commercial art, commercial illustration, and media arts. Students should meet regularly with their program advisor to make certain that their course selections meet the requirements of the college and major to which they plan to transfer.

Recommended preparation: High schools sequential Math I and one year of science are required. Art courses and sequential Math II are recommended. A portfolio is recommended but not required for placement.

(Housed in the Visual and Performing Arts Department)

Distribution Requirements
Credit Hours

HUMANITIES: 10 Credit Hours
ART 104 Drawing I ................................................................................................................................ 4
ENG 101 College Composition OR ENG 200 Advanced Composition ..................................................... 3
LITERATURE ELECTIVE .............................................................................................................................. 3
Total 10

SOCIAL SCIENCE: 12 Credit Hours
ART 118 Perspectives of Art History I* OR ART 119 Perspectives of Art History II* ........................................ 3
SOCIAL SCIENCE ELECTIVES .................................................................................................................... 9
Total 12

NATURAL SCIENCE AND MATHEMATICS: 9-12 Credit Hours
MTH 150 Survey of Mathematics (or higher) ........................................................................................... 3-4
NATURAL SCIENCE ELECTIVES .................................................................................................................. 6-8
Total 9-12

ART AND COMMUNICATION: 25-26 Credit Hours
ART 109 Two Dimensional Design ............................................................................................................ 3
ART 154 Drawing the Human Figure ............................................................................................................ 4
ART 204 Drawing II .................................................................................................................................... 4
ART 205 Commercial Illustration I ............................................................................................................... 4
ART 206 Commercial Illustration II .............................................................................................................. 4
ART 231 Art Seminar OR CE 210 Cooperative Education-Art ...................................................................... 3
AAD 104 Introduction to Graphic Design, 2D .............................................................................................. 3
Total 25-26

PROGRAM ELECTIVES: 6-7 Credit Hours
(Choose 2 from the following Elective Courses)
AAD 105 Typography
AAD 160 Graphic Illustration, Vector Drawing
AAD 167 Web Design: Graphics
AAD 256 Motion Graphics
AAD 260 Applied Imaging: Raster Graphics+
ART 110 Comics and Sequential Art
ART 125 Three Dimensional Design
PHO 135 Digital Photography

Total 6-7
Physical/Health Education: 

- Physical/Health Education: 2 Credit Hours
- Total 2

Total Credits: 64-69

* ART 118 and/or ART 119 fulfill a Humanities or Social Science requirement. AAD 167 change

African-American Advisement Sequence

A.S. Degree

See Liberal Arts and Sciences Program - General Studies Transfer Opportunities

Air Conditioning Technology: Heating and Ventilation

A.A.S. Degree

The Air Conditioning Technology Associate Degree prepares students for a career in the HVAC industry in such positions as field service technician, construction field estimator, service representative, systems detailer/designer, and sales representative. Emphasis is placed on the practical application of HVAC systems. This program will also be of benefit to those people who are already employed in the field and desire advancement.

(Housed in the Applied Technologies Department)

Distribution Requirements

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<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEMESTER</td>
<td>HVA 101 Basic Refrigeration Theory</td>
<td>3</td>
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<tr>
<td></td>
<td>HVA 105 Electric and Motor Controls</td>
<td>3</td>
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<td></td>
<td>MTH 135 Introduction to Technical Mathematics</td>
<td>4</td>
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<td></td>
<td>PHY 100 Preparatory Physics</td>
<td>4</td>
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<tr>
<td></td>
<td>Physical/Health Education</td>
<td>2</td>
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<td><strong>Total 16</strong></td>
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<tr>
<td>SECOND SEMESTER</td>
<td>MTH 140 Technical Mathematics I</td>
<td>3</td>
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<td>PHY 131 Applied Physics I</td>
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<td>HVA 102 Air Conditioning Theory</td>
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<td>HVA 104 Commercial Air Conditioning and Heat Pumps</td>
<td>3</td>
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<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
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<td>THIRD SEMESTER</td>
<td>HVA ELECTIVE**</td>
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<td>HVA ELECTIVE**</td>
<td>3-4</td>
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<td></td>
<td>HVA 103 Heating Systems</td>
<td>3</td>
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<td>HVA 106 HVAC Workplace Training</td>
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<td>HVA OR PROGRAM ELECTIVE*</td>
<td>3-4</td>
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<td><strong>Total 15-18</strong></td>
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<tr>
<td>FOURTH SEMESTER</td>
<td>ENG 251 Technical Writing</td>
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<td>HVA OR PROGRAM ELECTIVE*</td>
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<td>SOCIAL SCIENCE ELECTIVES</td>
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<td><strong>Total 15-18</strong></td>
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</tbody>
</table>

American History Advisement Sequence

A.S. Degree

See Liberal Arts and Sciences Program - General Studies Transfer Opportunities

Apprentice Training - Automotive

A.A.S. Degree

The Associate Degree Automotive Apprenticeship program combines on-the-job training with classroom instruction to prepare students for careers as automotive technicians. As the automotive industry advances with sophisticated technology and responds to the needs and demands of consumerism and legislation, opportunities will continue to increase for technicians who are more highly skilled than mechanics of the past.

Over four to nine semesters, the student completes an associate degree and works in the industry as an automotive technician. The program is demanding, and students must be willing to commit themselves to both work and study.

Students will take the 22 credit hour General Studies Courses, plus either the Day or Evening program coursework.

(Housed in the Applied Technologies Department)

Distribution Requirements

<table>
<thead>
<tr>
<th>General Studies Courses: 19 Credit Hours</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MTH 135 Introduction to Technical Mathematics OR MTH 104 Intermediate Algebra</td>
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<tr>
<td>MTH 164 Introduction to Trigonometry AND MTH 185 College Algebra</td>
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</tr>
<tr>
<td>MTH 175 Precalculus Mathematics with Analytic Geometry (or higher)</td>
<td>4</td>
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<tr>
<td>PHY 100 Preparatory Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 131 Applied Physics I (or higher)</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
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<tr>
<td><strong>General Studies Total 19</strong></td>
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</table>

Option 1: 6M-ASEP (50.5 credit hours)

- ATP 101 Introduction to Automotive Technology | 5 |
- ATP 102 Electrical/Electronic Systems 1 - Automotive | 3 |
- ATP 103 Electrical 2 - Automotive | 4 |
- ATP 105 Brakes - Automotive | 4.5 |
- ATP 106 Steering and Suspension - Automotive | 5 |
- ATP 107 Automatic Transmission and Transaxle - Automotive | 4 |
- ATP 108 Engine Repair - Automotive | 4 |
- ATP 109 Heating and Air Conditioning - Automotive | 3 |
- ATP 112 Engine Performance - Automotive | 4 |
- ATP 141-145 Automotive Coops | 11 |
| **LIBERAL ARTS ELECTIVE** | 3 |
| **Day Program Total 50.5** |

Total Credits: 69.5

www.monroecc.edu/go/academicprograms
Option 2: Toyota/Scion/Lexus (48.5 credit hours)

ATP 101 Introduction to Automotive Technology ............................................................... 5
ATP 102 Electrical/Electronic Systems I - Automotive ....................................................... 3
ATP 103 Electrical 2 - Automotive ................................................................................. 4
ATP 104 Emission Controls, Computer and Fuel Systems I ............................................. 3
ATP 105 Brakes - Automotive ....................................................................................... 4.5
ATP 106 Steering and Suspension - Automotive ............................................................. 5
ATP 107 Automatic Transmission and Transaxle - Automotive .................................... 4
ATP 108 Engine Repair - Automotive ............................................................................ 3
ATP 109 Heating and Air Conditioning - Automotive ..................................................... 3
ATP 112 Performance Engine - Automotive .................................................................... 4
ATP 140-147 Automotive Coops .................................................................................... 6
LIBERAL ARTS ELECTIVE** .......................................................................................... 3

Day Program Total 48.5

TOTAL CREDITS 67.5

Option 3: Evening Apprenticeship (44 credit hours)

ATP 102 Electrical/Electronic Systems I - Automotive ....................................................... 3
ATP 151 Introduction to Automotive Technology Theory ................................................ 3
ATP 153 Electrical 2 - Automotive Theory ..................................................................... 3
ATP 154 Emission Controls, Computer Fuel Systems I Theory ...................................... 3
ATP 155 Brakes - Automotive Theory ............................................................................ 3
ATP 156 Steering and Suspension - Automotive Theory ................................................ 3
ATP 157 Automotive Transmission and Transaxle - Automotive Theory ...................... 3
ATP 158 Engine Repair - Automotive Theory .................................................................. 3
ATP 159 Heating and Air Conditioning - Automotive Theory ......................................... 3
ATP 162 Engine Performance - Automotive Theory ....................................................... 3
ATP 171-174 Work Experience I-IV .............................................................................. 8
LIBERAL ARTS ELECTIVE** .......................................................................................... 6

Evening Program Total 44

TOTAL CREDITS 63

* Two years of high school Regents algebra are recommended. Students with math deficiencies have to enroll in an extra preparatory math course(s).

** Any Humanities, Social Science, Mathematics, and Natural Science course.

** Automated Apprentice Training Evaluation Committee.

Apprentice Training: Machine Trades

A.A.S. Degree

The Associate in Applied Science Degree Program compliments apprentice training by adding theoretical learning to the technologies to the applied learning received on the job. In addition, the degree program offers an academically and personally enriching experience through a series of courses in the liberal arts and sciences.

To be admitted into this program, you must have a high school diploma or equivalent, and have a letter from an appropriate source confirming your status as an apprentice or journeymen in your trade.

Up to 12 college credit hours may be awarded toward the degree for on-the-job training performed during the apprenticeship. These credit hours will be awarded only after completion of the MCC program of study and submission of the journeymen certificate. The amount of credit will be based upon the recommendation of the Apprentice Training Evaluation Committee.

This program is offered in partnership with the Rochester Chapter of the National Tooling and Machining Association.

(Housed in the Applied Technologies Department)

Distribution Requirements

HUMANITIES: 6 Credit Hours
ENG 101 College Composition OR ENG 200 Advanced Composition .................. 3
HUMANITIES ELECTIVE .................................................................................................. 3

SOCIAL SCIENCE: 6 Credit Hours
SOCIAL SCIENCE ELECTIVES ....................................................................................... 6

TOTAL 6

NATURAL SCIENCE AND MATHEMATICS: 6 Credit Hours**
Minimum of 3 credit hours in Mathematics and 3 credit hours in Natural Science is required .................................................. 6

TOTAL 6

TECHNICAL RELATED INSTRUCTION REQUIRED COURSES: 33 Credit Hours
TAM 101 Machine Shop Theory I .................................................................................. 3
TAM 105 Machine Project Lab OR PROGRAM TECHNICAL ELECTIVE* ................... 3
TAM 121 Mathematics for Machinists I .......................................................................... 3
TAM 123 Mathematics for Machinists II ...................................................................... 3
TAM 131 Machine Shop Print Reading I ......................................................................... 3
TAM 132 Machine Shop Print Reading II ....................................................................... 3
TAM 139 Machine Shop Theory II ................................................................................ 3
TAM 141 Machine Shop Lab ......................................................................................... 3
TAM 142 CNC Mill Set-up OR TAM 143 CNC Lathe Set-up ........................................ 3
TAM 205 CNC Machining Project Lab OR PROGRAM GENERAL ELECTIVE* ...... 3
TAM ELECTIVE ........................................................................................................... 3

Total 33

LIBERAL ARTS ELECTIVE: 3 Credit Hours
ELECTIVE** .................................................................................................................. 3

Total 3

SUPERVISED APPRENTICE EXPERIENCE: 12 Credit Hours
TAM 171 Machine Trades Apprentice Training I ............................................................. 3
TAM 172 Machine Trades Apprentice Training II ........................................................... 3
TAM 173 Machine Trades Apprentice Training III ......................................................... 3
TAM 174 Machine Trades Apprentice Training IV ......................................................... 3

Total 12

TOTAL CREDITS 66
PROGRAM TECHNICAL ELECTIVE*
TAM 241 Advanced Machine Shop Lab
TAM 115 Principles of Metallurgy
TAM 251 Statistical Process Control (SPC) for Machinists
TAM 151 Geometric Dimensioning and Tolerancing for Machinists

PROGRAM GENERAL ELECTIVE*
BUS 104 Introduction to Business
CRC 101 Practical Computer Literacy
ECO 103 Personal Money Management
ENG 251 Technical Writing

Other Recommended Courses
TAM 135 Drafting for Machinists I
TAM 155 Toolroom Technology I
TAM 156 Toolroom Technology II
TAM 242 Machine Shop Practice IV

* Students currently working in the precision machining industry may substitute a program technical elective for TAM 105 and a program general elective for TAM 205 based on work experience, per approval of a faculty advisor.

** Mathematics elective will be selected with the guidance of a faculty advisor. MTH 104 or higher will be accepted. Those contemplating a higher level degree should seek advisement for transfer information.

*** Any Humanities, Social Science, Mathematics or Natural Science course.

NOTE: All students enrolled in the program should take the MCC AccuPlacer exam for advisement prior to registration. It is recommended that students have a minimum of two years high school math or place MTH 104 or higher on the AccuPlacer exam prior to enrolling in this program. Please seek advisement from the TAM Coordinator or faculty prior to registration. Call 716-292-3700 for an appointment or for advisement times.

AUTOMOTIVE TECHNOLOGY
C E R T I F I C A T E P R O G R A M

The Certificate in Automotive Technology is a one-year, fifty-week, thirty-credit program for students who do not wish to pursue a degree, but would prefer to enter the work force as soon as possible. Each specialized subject is dealt with in the classroom and the hands-on laboratory. Students need no prior automotive skills to begin the program. The student may start in any semester. The courses in this certificate program are the same credit bearing courses offered in the degree program and are applicable should the student decide at a later date to pursue the AAS degree in Automotive Technology at MCC. Monroe Community College is offering this program to students in the western region of New York State (Rochester, Syracuse and Buffalo).

(Housed in the Applied Technologies Department)

Distribution Requirements

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ATP 102 Automotive Electrical Systems</td>
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<tr>
<td>ATP 151 Integrated Automotive Systems</td>
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<tr>
<td>ATP 153 Schematic Reading</td>
<td>3</td>
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<tr>
<td>ATP 155 Brakes and Welding</td>
<td>3</td>
</tr>
<tr>
<td>ATP 156 Steering and Suspension Systems</td>
<td>3</td>
</tr>
<tr>
<td>ATP 158 Power Plant Overhaul</td>
<td>3</td>
</tr>
<tr>
<td>ATP 171 Automotive Co-op I</td>
<td>2</td>
</tr>
<tr>
<td>ATP 172 Automotive Co-op 2</td>
<td>2</td>
</tr>
<tr>
<td>ATP 173 Automotive Co-op 3</td>
<td>2</td>
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<tr>
<td>LIBERAL ARTS ELECTIVES</td>
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</table>

TOTAL 30

BIOL OGY ADVISEMENT SEQUENCE
A. S. D E G R E E

See Liberal Arts and Sciences Program - Science Transfer Opportunities
**BIOTECHNOLOGY**  
**A.A.S. DEGREE**

Biotechnology is best defined as the exploitation of biological systems or processes. Although this is not an entirely new concept, the current biotechnology boom is the result of recent developments in molecular biology knowledge and techniques.

The Biotechnology career program is recommended for individuals with a strong interest in biology, biochemistry and molecular genetics. Emphasis will be on the molecular biology concepts, techniques, and instrumentation that are basic to understanding the application of biological systems. Graduates of this program may be employed in health care and pharmaceutical companies, microbiological and environmental testing companies, food processing industries, and any university or industry laboratory engaged in molecular biology research and development. Students who are not seeking immediate employment have the option of transferring to a four-year institution to pursue an advanced degree.

Recommended Preparation: Students who plan to complete this program in two years should have successfully completed high school biology with a grade of B or better and high school chemistry with C or better, and three years of high school mathematics including trigonometry; high school physics is recommended.

(Housed in Biology Department)

**Distribution Requirements**  
**Credit Hours**

**FIRST SEMESTER**
- BIO 155 General Biology I ................................................. 4
- CHE 151 Principles of Chemistry I ........................................ 4
- ENG 101 College Composition OR ENG 200 Advanced Composition ........................................ 3
- MATHEMATICS ELECTIVE* ............................................. 3-4
- SOCIAL SCIENCE ELECTIVE ........................................... 3

**Total 17-18**

**SECOND SEMESTER**
- BIO 156 General Biology II ................................................ 4
- CHE 152 Principles of Chemistry II ....................................... 4
- HUMANITIES ELECTIVE .................................................. 3
- MATHEMATICS ELECTIVE* ............................................. 3-4
- Physical/Health Education .................................................. 1-2

**Total 15-17**

**THIRD SEMESTER**
- BIO 221 Principles of Biochemistry .................................. 4
- BIO 209 General Microbiology ........................................... 4
- BIO 225 Bioanalytical Techniques I .................................... 3-4
- PROGRAM ELECTIVE** ................................................... 3-5
- Physical/Health Education .................................................. 1

**Total 16-18**

**FOURTH SEMESTER**
- BIO 230 Molecular Genetics ............................................. 4
- BIO 226 Bioanalytical Techniques II .................................... 4
- BIO 227 Biotechnology Seminar ........................................ 1
- SOCIAL SCIENCE ELECTIVE ........................................... 3
- PROGRAM ELECTIVE** ................................................... 3-5

**Total 15-17**

**TOTAL CREDITS 63-70**

* MTH 160 or MTH 165 or higher.
** PROGRAM ELECTIVES to be chosen from the following: CHE 251, CHE 252, CRC 101 or CIS 121 or equivalent; PHY 145, PHY 146 or higher. Final selection of courses should be made only after consulting with program advisor.

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**BUSINESS ADMINISTRATION**  
**A.S. DEGREE**

The Business Administration degree is a university-parallel program equivalent to the first two years of a bachelor degree program. This program prepares students for majors in such areas as accounting, finance, management, marketing, human resources, economics, entrepreneurship, E-Business, small business management, and other business-related fields.

The Business Administration Program includes business and general education courses to provide a sound background for further study and a career in business. Please note that this program includes nine credit hours of business electives and general electives. This permits the student to pursue either of two alternate courses of action:

1. (1) Build a concentration in a specific business area by taking courses with the following prefixes: ACC, BUS, ECO, MAR, CIS 121 or any mix of CRC 113, 115, 116, 117), OR
2. (2) Acquire up to six credit hours of non-business course work with a view toward imparting the greatest measure of transfer potential for upper-level programs elsewhere. Students who are planning on transferring to a SUNY school should use these credits towards completion of the SUNY General Education requirements.

(Housed in Business Administration and Economics Department)

**Distribution Requirements**  
**Credit Hours**

**HUMANITIES: 9 Credit Hours**
- ENG 101 College Composition OR ENG 200 Advanced Composition ............................................. 3
- LITERATURE ELECTIVE* ................................................. 3
- HUMANITIES ELECTIVE* ................................................. 3

**Total 9**

**SOCIAL SCIENCE: 12 Credit Hours**
- ECO 111 Principles of Microeconomics ............................................. 3
- ECO 112 Principles of Macroeconomics ............................................. 3
- SOCIAL SCIENCE ELECTIVES* ............................................. 6

**Total 12**

**NATURAL SCIENCE AND MATHEMATICS: 12 Credit Hours**
- MTH 160 Statistics I ........................................................... 3
- MTH 165 College Algebra (or higher)* ........................................ 3
- NATURAL SCIENCE ELECTIVE* ........................................... 3
- MATHEMATICS/NATURAL SCIENCE ELECTIVE* ............... 3

**Total 12**

**BUSINESS: 23 Credit Hours**
- ACC 101 Accounting Principles I** ......................................... 4
- ACC 102 Accounting Principles II ......................................... 4
- BUS 104 Introduction to Business ......................................... 3
- BUS 201 Business Law I ...................................................... 3
- BUS 204 Management Theory and Practice OR BUS 208 Organizational Behavior* ............................................. 3
- MAR 200 Principles of Marketing ........................................... 3
- BUSINESS ELECTIVE* ....................................................... 3

**Total 23**

**ELECTIVES: 6 Credit Hours**
- ELECTIVES* ................................................................. 6

**Total 6**

**PHYSICAL/HEALTH EDUCATION: 2 Credit Hours**
- Physical/Health Education .................................................... 2

**Total 2**

**TOTAL CREDITS 64**

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www.monroecc.edu/go/academicprograms
BUSINESS: INTERNATIONAL BUSINESS  
A. S. DEGREE

This program is designed to prepare students to transfer to a four-year college or university offering majors in business, international business, marketing, economics, finance, or a related area. The curriculum provides the student who is considering a career in international business, commerce or diplomacy with a solid background in language, culture, international politics, and business. The program will provide the student with a better understanding of global political, social, economic, and trade relationships by blending elements of liberal arts and business curricula.

Students should meet regularly with their program advisor to make certain that their course selections meet the requirements of the college and major to which they plan to transfer.

Recommended Preparation: Three years of high school mathematics through intermediate algebra are required. Applicants should have enough background in a foreign language to enter MCC courses at the intermediate level. Information concerning foreign language placement is available in the Business Department and the Foreign Language Department. Students not meeting these requirements may need more than two years to complete this degree.

(Housed in the Business Administration and Economics Department)

Distribution Requirements

<table>
<thead>
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<tr>
<td>ENG 101 College Composition OR</td>
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<td>FOREIGN LANGUAGE*</td>
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SOCIAL SCIENCES: 18 Credit Hours

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<td>ECO 112 Principles of Macroeconomics.</td>
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<td>GEG 211 Economic Geography.</td>
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<td>SOC 150 Perspectives of Global Interdependence</td>
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NATURAL SCIENCE AND MATHEMATICS: 9 Credit Hours

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<td>MTH 160 College Statistics I</td>
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<td>MTH 165 College Algebra (or higher)</td>
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<td>NATURAL SCIENCE ELECTIVE**</td>
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BUSINESS: 20 Credit Hours

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<td>ACC 101 Accounting Principles I***</td>
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<tr>
<td>ACC 102 Accounting Principles II</td>
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<tr>
<td>BUS 104 Introduction to Business</td>
<td>4</td>
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<td>BUS 250 International Management and Marketing Seminar</td>
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<tr>
<td>MAR 200 Principles of Marketing I</td>
<td>3</td>
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<td>BUSINESS ELECTIVE****</td>
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ELECTIVE: 3 Credit Hours

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PHYSICAL/HEALTH EDUCATION: 2 Credit Hours

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<td>Physical/Health Education</td>
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</table>

TOTAL CREDITS 64

* Foreign language level to be determined by Foreign Language Department.
** Students lacking high school language will take introductory 101 and 102 courses.
*** May take ACC 110 and ACC 111
**** BUSINESS ELECTIVES: BUS 204 or CIS 121 or any three of the following courses: CRC 113, 115, 116, 117

CHEMISTRY ADVISEMENT SEQUENCE  
A. S. DEGREE

See Liberal Arts and Sciences Program - Science Transfer Opportunities

CHILD CARE PRACTITIONER ADVISEMENT SEQUENCE  
A. S. DEGREE

See Liberal Arts and Sciences Program - General Studies Transfer Opportunities

CHILDHOOD EDUCATION (TEACHER EDUCATION TRANSFER)  
A. A. DEGREE

See Liberal Arts and Sciences: Childhood Education
CINEMA AND SCREEN STUDIES
A.S. DEGREE

The Cinema and Screen Studies Program offers a strong Liberal Arts perspective on motion picture and television history, culture, theory, and production. Students are introduced to cinema as a medium of mass communication which combines two art forms, photography and theater, to communicate powerful stories with vivid pictures and strong emotion. Students investigate cinema and television through critical studies and create images of their own through scriptwriting and introductory production opportunities. Finally, students gain an appreciation for cinema and television from a commercial standpoint since these media exist not only in the marketplace of ideas but also as end products of an industrial enterprise.

Upon completion of this degree, students are able to continue their studies at baccalaureate film or mass media degree programs where they apply what they have learned at MCC to more advanced studies in this or related fields.

(Housed in the Visual and Performing Arts Department)

Distribution Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
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<tr>
<td>ENG 101 College Composition OR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced Composition*</td>
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<tr>
<td>HIS 105 Western Civilization: Ancient to Medieval</td>
<td>3</td>
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<tr>
<td>COM 120 Media Literacy</td>
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<tr>
<td>SPT 120 The Movies</td>
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<td>HUMANITIES ELECTIVE</td>
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**SECOND SEMESTER**

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<tr>
<td>SOC 101 Introductory Sociology OR</td>
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<tr>
<td>PSY 101 Introductory Psychology</td>
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<tr>
<td>MTH 150 Survey of Mathematics or higher</td>
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<tr>
<td>SPT 122 Cinema Drama</td>
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<tr>
<td>PROGRAM ELECTIVE</td>
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<tr>
<td>NATURAL SCIENCE ELECTIVE</td>
<td>3-4</td>
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<tr>
<td>Physical/Health Education</td>
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<td><strong>Total 16-17</strong></td>
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**THIRD SEMESTER**

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<th>Courses</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HIS 112 History of the United States Since 1865</td>
<td>3</td>
</tr>
<tr>
<td>SPT 121 Cinema Comedy</td>
<td>3</td>
</tr>
<tr>
<td>SPT 221 The Movie Business</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES ELECTIVE</td>
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<tr>
<td>GENERAL ELECTIVE</td>
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<tr>
<td>Physical/Health Education</td>
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**FOURTH SEMESTER**

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<tr>
<td>SPT 222 Topics in Cinema and Screen Studies</td>
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<tr>
<td>COM 230 Scriptwriting</td>
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<tr>
<td>NATURAL SCIENCE ELECTIVE</td>
<td>3-4</td>
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<tr>
<td>GENERAL ELECTIVE</td>
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<tr>
<td><strong>Total 15-16</strong></td>
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</table>

TOTAL CREDITS 62-64

PROGRAM ELECTIVES

- COM 150 Video Production and Editing
- COM 203 Animation and Special Effects
- COM 264 Digital Audio/Video I
- COM 267 Digital Audio/Video II

www.monroecc.edu/go/academicprograms
COMMUNICATION AND MEDIA ARTS

A.S. DEGREE

The Communication and Media Arts program emphasizes courses in writing, speaking, and the media, providing as well an excellent foundation in liberal arts and sciences. This program prepares students for transfer in areas such as print and broadcast journalism, media and public relations, corporate communications, and graphic design and advertising.

(Housed in the Visual and Performing Arts Department)

Distribution Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tr>
<td>ENG 200 Advanced Composition</td>
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<tr>
<td>ENG 250 Professional Communications</td>
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<tr>
<td>ART 109 Two Dimensional Design OR</td>
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<tr>
<td>ART 118 Perspectives of Art History: Ancient OR</td>
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<tr>
<td>ART 119 Perspectives of Art History: Modern OR</td>
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<td>SPT 141 Interpersonal Communication OR</td>
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<td>SPT 143 Small Group Communication OR</td>
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<td>HUMANITIES ELECTIVE</td>
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SOCIAL SCIENCE: 9 Credit Hours

SOCIAL SCIENCE ELECTIVES

Total 9

NATURAL SCIENCE AND MATHEMATICS: 9-11 Credit Hours

MTH 150 Survey of Mathematics or higher

NATURAL SCIENCE ELECTIVES

Total 9-11

COMMUNICATION: 18 Credit Hours

COM 101 Introduction to Mass Media

COM 109 An Introduction to Public Relations OR

COM 141 Introduction to Radio and Television

COM 120 Media Literacy

COM 131 Print Journalism OR

COM 230 Scriptwriting

COM 270 Media and Society

PHO 106 Photography I OR

COM 150 Video Production and Editing

Total 18

GENERAL ELECTIVES: 9 Credit Hours

GENERAL ELECTIVES

Total 9

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours

Physical/Health Education

Total 2

TOTAL CREDITS 62-64

COMPUTER INFORMATION SYSTEMS

A.A.S. DEGREE

In today’s Global Marketplace, information is viewed as a strategic asset. Computer Information professionals design and manage systems that store, process, and distribute information across the entire worldwide organization.

The purpose of the Computer Information Systems A.A.S. degree is to provide our students with foundation skills in areas of computer systems configuration, computer systems support and technical communications. These skills will enable our students to obtain an entry level position in network, technical or software support and programming in a business environment.

The technical curriculum of the Computer Information Systems program stresses networking, personal computer hardware maintenance and repair, procedures for problem solving, database design and management (including programming with SQL), programming language proficiency, and systems analysis and design.

(Housed in the Office and Computer Programs Department)

Distribution Requirements

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<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HUMANITIES: 12 Credit Hours</td>
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<td>ENG 200 Advanced Composition</td>
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<td>ENG 251 Technical Writing</td>
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<td>PHL 105 Technology and Values</td>
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<td>SPT 141 Interpersonal Speech Communication</td>
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SOCIAL SCIENCES: 3 Credit Hours

SOCIAL SCIENCE ELECTIVE

Total 3

MATHEMATICS & NATURAL SCIENCES: 9-11 Credit Hours

MTH 160 Statistics I

MTH 165 College Algebra (or higher)

NATURAL SCIENCE ELECTIVE

Total 9-11

PROGRAM: 34-35 Credit Hours

ACC 101 Accounting Principles I

ACC 110 Fundamentals of Accounting I AND

ACC 111 Fundamentals of Accounting II

CIS 100 Digital Computers and Information Processing

CIS 101 Programming for Information Systems

CIS 110 Building and Maintaining the PC

CIS 121 Microsoft Office

CIS 208 Visual Basic Programming

CIS 209 Systems Analysis and Design

CIS 211 Applied Database Concepts OR

CIS 221 Applied Database Concepts with an Oracle Database

CPT 115 Introduction to Networks

CRS 201 Introduction to UNIX 1 AND

CRC 202 UNIX Shell Scripts 1 OR

CSC 215 Introduction to Linux

COMPUTER INFORMATION SYSTEMS ELECTIVE*

Total 3

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours

Physical/Health Education

Total 2

TOTAL CREDITS 60-63

* CIS 201, CIS 223, CPT 215, CSC 206

See ELECTRICAL ENGINEERING TECHNOLOGY: COMPUTER OPTION
### COMPUTER INFORMATION SYSTEMS

**A.S. DEGREE**

Information systems professionals play a key and vital role in the management and growth of an organization. Through a combination of computer, management, and social skills, these professionals become the creative problem-solvers who define and implement the information needs of an organization and develop related organizational structures. The program develops in the students a basic understanding of computer skills and strategies to be applied to the discipline of computer information systems. The foundations are then more fully developed in a baccalaureate program in computer information systems, management information systems, telecommunications, database administration, or other computer systems curricula.

(Housed in the Office and Computer Programs Department)

#### Distribution Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<td>ENG 101 College Composition OR</td>
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<tr>
<td>ENG 200 Visual Basic</td>
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<td>CIS 100 Digital Computers and Information Processing</td>
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<td>SPT 141 Interpersonal Speech Communication</td>
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<tr>
<td>ACC 101 Accounting Principles I</td>
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<td>CSC 101 Introduction to Computer Science</td>
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<td>ECO 111 Principles of Microeconomics</td>
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<td>ACC 102 Accounting Principles II</td>
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<td>CIS 121 Microsoft Office</td>
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<td>CIS 208 Visual Basic Programming</td>
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<td>MTH 160 Statistics I</td>
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<td>ECO 112 Principles of Macroeconomics</td>
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<td>CIS 209 Systems Analysis and Design</td>
<td>3</td>
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<tr>
<td>CIS 211 Applied Database Concepts OR</td>
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<td>CIS 221 Applied Database Concepts with Oracle</td>
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**TOTAL CREDITS 63-66**

* Recommended Natural Science Electives: PHY 121, CHE 110, BIO 116, BIO 120, GEG 104, GEO 105, GEO 131

### COMPUTER SCIENCE

**A.S. DEGREE**

The program includes the study of the underlying principles as well as the specific applications of information manipulation. Offering both theoretical and applied courses designed to develop the creativity and other patterns of thought required of the professional computer scientist.

This curriculum is recommended for students preparing to transfer into a baccalaureate degree program in Computer Science. Completion of CSC 101 (or CIS 100 and CSC 101) with a grade of C or higher is required before taking any other CSC course.

As a basic transfer program intended to accommodate students with varied career goals in the computer science field, the curriculum makes available several elective options in the second year. They include courses in computer science, mathematics, and natural science. Such flexibility will allow the student to pursue a course of study consistent with his or her needs.

**RECOMMENDED PREPARATION:** Students who plan to complete this program in two years should have successfully completed four years of high school mathematics (including Precalculus), and two years of laboratory sciences. Three years of laboratory sciences are recommended.

(Housed in the Office and Computer Programs Department)

#### Distribution Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tr>
<td><strong>FIRST SEMESTER</strong></td>
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<tr>
<td>ENG 101 College Composition OR</td>
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<td>ENG 200 Visual Basic</td>
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<td>MTH 210 Calculus I</td>
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<td>SOCIAL SCIENCE ELECTIVE*</td>
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<td>MTH 211 Calculus II</td>
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<tr>
<td>CSC 103 Introduction to Data Structures</td>
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<td>COMPUTER LANGUAGE ELECTIVE**</td>
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<td>CSC 202 Assembly Language Programming of Embedded Microcontrollers</td>
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<td>CSC 206 Digital Computer Organization</td>
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<th>Course</th>
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<td>ENG 251 Technical Writing</td>
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<td>MTH 160 Statistics I OR</td>
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<td>MTH 212 Calculus III</td>
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**TOTAL CREDITS 69-70**

* Recommended Social Science Electives: ECO 111 and ECO 112, HIS 106 or HIS 112, PSY 101, SOC 101.

** Computer Language Electives: CIS 223, CIS 208

*** Natural Science Electives: PHY 161-261 (recommended for transfer), PHY 154-155.
**COMPUTER SYSTEMS TECHNOLOGY**

**A.A.S. DEGREE**

This program provides students with comprehensive computer systems knowledge used in the implementation and management of modern networked environments. Classroom work provides students with extensive hands-on experience and training using state-of-the-art networking components and tools from industry leaders such as CISCO. Additionally, students take courses that build skills in problem solving, analysis, basic electronics, digital logic, programming, computer architecture and operating systems. A focus on practical applications is maintained throughout the curriculum. For example, students utilize real life Robotics applications in a “discovery based learning” lab to develop critical thinking skills. In these courses students gain experience in using electronic test equipment, troubleshooting and debugging techniques, computer peripherals, computer and network fault diagnosis, and utilizing both high and low level programming skills to solve some real-life problems.

(Housed in the Office and Computer Programs Department)

**Distribution Requirements**

<table>
<thead>
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<th>Credit Hours</th>
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<td>ENG 101 College Composition <strong>OR</strong></td>
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<td>ENG 200 Advanced Composition</td>
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<td></td>
<td>CPT 114 Problem Solving and Robotics</td>
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<td></td>
<td>CPT 115 Introduction to Networks</td>
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<td></td>
<td>OTF 121 Introduction to Keyboarding</td>
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<td>MATHEMATICS ELECTIVE**</td>
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<tr>
<td></td>
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<td>CSC 101 Introduction to Computer Science <strong>OR</strong></td>
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<td>CSC 215 Programming for Information Systems</td>
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<td>MTH 140 Technical Mathematics I</td>
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<td>ELT 130 Basic Electricity and Electronics</td>
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<tr>
<td></td>
<td>CIT 123 Construction II: Heavy, Highway and Site Construction</td>
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<td>CSC 202 Assembly Language Programming of Embedded Microcontrollers</td>
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<td>CSC 208 Digital Computer Organization</td>
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<td></td>
<td>OPERATING SYSTEMS ELECTIVES**</td>
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**FORTH SEMESTER**

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<td>CPT 210 Operating Systems and Peripherals</td>
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<td>CPT 216 Advanced Networking Concepts</td>
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<td>MTH 150 Technical Communications</td>
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<td>PHYSICAL SCIENCE ELECTIVE</td>
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<td>Physical/Health Education</td>
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</table>

**TOTAL CREDITS 64-69**

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**COMPUTER-RELATED ELECTRICAL ENGINEERING TECHNOLOGY**

(SEE ELECTRICAL ENGINEERING TECHNOLOGY -- COMPUTER OPTION)

**CONSTRUCTION TECHNOLOGY**

**A.A.S. DEGREE**

Graduates of Construction Technology will be part of a team responsible for the coordination and implementation of construction projects. Some of the duties performed would include cost estimating, project management, and project scheduling. This specialization combines these courses with knowledge of core technical courses such as elementary structures, soils, concrete, and surveying; and integrates them with their applications in the construction of buildings, roads and other projects.

(Housed in Engineering Technologies Department)

**Distribution Requirements**

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<td>CIT 101 Surveying</td>
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<td>CIT 122 Construction I: Elements of Building Construction</td>
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<td></td>
<td>MTH 140 Technical Mathematics I</td>
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<td>TEK 101 Computer Applications for Technicians</td>
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<td>CIT 123 Construction II: Heavy, Highway and Site Construction</td>
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<td>HED/PE ELECTIVE</td>
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<td>MET 203 Technical Mechanics Statics</td>
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<td></td>
<td>PHY 131 Applied Physics I</td>
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</table>
CRIMINAL JUSTICE

A. S. DEGREE

This is the preferred program for students who are planning to pursue careers as a federal law enforcement agent, lawyer, probation officer, parole officer, public safety planner, legal researcher, or paralegal. Graduates who meet certain physical and moral standards may qualify for positions at the federal, state, county, and municipal levels.

The program provides the opportunity for preparation in the law process and science of criminal justice. This program includes an internship component.

(Housed in the Law and Criminal Justice Department)

Distribution Requirements

** HUMANITIES: 9 Credit Hours
  ENG 101 College Composition OR
  ENG 200 Advanced Composition ......................................................... 3
  LITERATURE ELECTIVE* ................................................................. 3
  HUMANITIES ELECTIVE** ............................................................... 3
  Total 9

** SOCIAL SCIENCE: 12 Credit Hours
  PSY 101 Introductory Psychology ..................................................... 3
  SOC 101 Introductory Sociology ....................................................... 3
  SOC 203 Criminology ................................................................. 3
  POS 120 American National Government OR
  POS 207 Urban Political Process OR
  POS 230 Civil Liberties-US .............................................................. 3
  Total 12

** NATURAL SCIENCE & MATHEMATICS: 11 Credit Hours
  MTH 160 Statistics +++ ................................................................. 3
  NATURAL SCIENCE ELECTIVES+++ ................................................. 8
  Total 11

** CRIMINAL JUSTICE COURSES: 24-25 Credit Hours
  CRJ 101 Introduction to Criminal Justice ........................................ 3
  CRJ 103 Constitutional Law and Rights of People ................................ 3
  CRJ 104 Criminal Law ................................................................. 3
  CRJ 105 Criminal Procedure Law .................................................. 3
  CRJ 204 Juvenile Justice ............................................................... 3
  CRJ 211 Community Values and the Administration of Justice .......... 3
  CRJ 121 Criminal Justice Education Internship I OR
  CRJ 222 Criminal Justice Education Internship II ......................... 3-4
  CRIMINAL JUSTICE ELECTIVE+ .................................................. 3
  Total 24-25

** GENERAL ELECTIVES: 6-7 Credit Hours
  GENERAL ELECTIVES ................................................................. 6-7
  Total 6-7

** OTHER: 3-4 Credit Hours
  CRIMINAL JUSTICE ELECTIVE+ OR
  CRC 101 Practical Computer Literacy OR
  CIS 121 Introduction to the Microcomputer ....................................... 3-4
  Total 3-4

** PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
  Physical/Health Education++ ....................................................... 2
  Total 2

TOTAL CREDITS 62-64

* ENG 105 recommended
** SPT 141 or SPT 144 highly recommended
*** High School Regents Course III OR High School Regents Course II and MTH 104 OR one year high school math and MTH 088 and MTH 104 are prerequisites
# CRJ 170, 171, 172, 201, 207, 208, 209, 217, LAW 101, 110; Probation and parole majors should take CRJ 170 and CRJ 171 or CRJ 217
++ PEJ 101 highly recommended for law enforcement, parole, or probation careers; PEC 148 recommended for others
+++Required two 4-credit hour lab sciences

NOTE TO STUDENTS: Students with a TRS 103 placement must successfully complete TRS 103 with a grade of C or better while taking LAW 101 and COS 101. Students with a TRS 105 placement must register for the CRJ Learning Community: CRJ 101, CRJ 103, TRS 105 and COS 101 if not previously completed.

CRIMINAL JUSTICE: LAW ENFORCEMENT

CERTIFICATE PROGRAM

See LAW ENFORCEMENT
CRIMINAL JUSTICE: CORRECTIONS ADMINISTRATION

The certificate program in Corrections Administration is offered for in-service officers, as well as students who wish to enter the corrections field. The program is designed to provide the student with a concentration of courses having a direct relationship to correctional responsibilities.

The courses in this program are transferable to the A.A.S. degree in Criminal Justice - Police Science. A certificate will be issued to those students who successfully complete the 30 prescribed semester hours listed below. Graduates may also be required to pass a qualifying civil service exam for employment.

(Housed in the Law and Criminal Justice Department)

Distribution Requirements

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<th>Credit Hours</th>
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<tr>
<td>CRJ 101 Introduction to Criminal Justice</td>
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<tr>
<td>CRJ 170 Introduction to Corrections</td>
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<tr>
<td>CRJ 171 Legal Aspects of Corrections</td>
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<tr>
<td>CRJ 172 Institutional Procedures and Treatment of Inmates</td>
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<tr>
<td>CRJ 217 Community Based Corrections</td>
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<td>PSY 101 Introductory Psychology</td>
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<td>PSY 200 Behavior Modification</td>
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<td>PSY 205 Social Psychology</td>
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<td>SOC 101 Introductory Sociology</td>
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<td>SOC 203 Criminology</td>
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TOTAL CREDITS 30

CRIMINAL JUSTICE: CORRECTIONS ADMINISTRATION

A.A.S. DEGREE

The Corrections Administration option of the Criminal Justice Program is designed to meet the needs of individuals interested in a career in corrections. It emphasizes correctional theory, law, and procedure, as well as applied social and behavioral science. Graduates may qualify for employment at federal, state, and local correctional facilities or supervisors, provided they meet standard physical and moral standards. These positions may also require graduates to pass a qualifying civil service exam for employment. This program includes an internship component.

(Housed in the Law and Criminal Justice Department)

Distribution Requirements

<table>
<thead>
<tr>
<th>Humanities: 9 Credit Hours</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENG 101 College Composition OR</td>
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<tr>
<td>ENG 200 Advanced Composition</td>
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<tr>
<td>LITERATURE ELECTIVE*</td>
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<td>HUMANITIES ELECTIVE**</td>
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Total 9

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<tr>
<th>Social Science: 12 Credit Hours</th>
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<tbody>
<tr>
<td>PSY 100 Psychology of Interpersonal Relationships OR</td>
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<tr>
<td>PSY 101 Introductory Psychology***</td>
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<tr>
<td>SOC 101 Introductory Sociology</td>
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<tr>
<td>SOC 203 Criminology</td>
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<tr>
<td>POS 120 American National Government OR</td>
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</tr>
<tr>
<td>POS 207 Urban Political Process OR</td>
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<tr>
<td>POS 230 Civil Liberties-US</td>
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Total 12

<table>
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<tr>
<th>Natural Science &amp; Mathematics: 6-7 Credit Hours</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MTH 130 Modern Business Mathematics (or higher)***</td>
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</table>

TOTAL CREDITS 65-69

Notes:
- ENG 105 recommended.
- ** SPT 141 or SPT 144 highly recommended.
- *** PSY 101 highly recommended if student intends to transfer to a four-year college.
- **** MTH 160 highly recommended (note prerequisites).
- + CRJ 171, 172, 201, 207, 208, 209, 217, LAW 101, 110
- ++ PEJ 101 highly recommended for corrections officer careers; PEC 148 recommended for others.

Note to Students: Students with a TRS 103 placement must successfully complete TRS 103 with a grade of C or better while taking LAW 101 and COS 101. Students with a TRS 105 placement must register for the CRJ Learning Community: CRJ 101, CRJ 103, TRS 105 and COS 101 if not previously completed.
CRIMINAL JUSTICE: POLICE
A.A.S. DEGREE

The Police option of the Criminal Justice program is designed to meet the needs of state, county and municipal law enforcement agencies, as well as those of selected federal departments. It emphasizes the skills, knowledge, and attitudes needed to be an effective professional law enforcement agent in a democratic society.

The program provides the opportunity for preparation in the law process and science of criminal justice. This program includes an internship component.

Graduates who meet certain physical and moral standards may qualify for positions at the federal, state, county, and municipal level. Graduates may also be required to pass a qualifying civil service exam for employment.

(Housed in the Law and Criminal Justice Department)

Distribution Requirements

HUMANITIES: 9 Credit Hours
ENG 101 College Composition OR ENG 200 Advanced Composition ................................................. 3
LITERATURE ELECTIVE* ..................................................................................................................... 3
HUMANITIES ELECTIVE** ................................................................................................................ 3

SOCIAL SCIENCE: 12 Credit Hours
PSY 100 Psychology of Interpersonal Relationships OR PSY 101 Introductory Psychology*** ......................................................... 3
SOC 101 Introductory Sociology ...................................................................................................... 3
SOC 203 Criminology ........................................................................................................................ 3
POS 120 American National Government OR POS 207 Urban Political Process OR POS 230 Civil Liberties-US ......................................................... 3

NATURAL SCIENCE AND MATHEMATICS: 6-7 Credit Hours
MTH 130 Modern Business Mathematics+ (or higher) ..................................................................... 3
NATURAL SCIENCE ELECTIVE ......................................................................................................... 3-4

Total 9

CRIMINAL JUSTICE COURSES: 30-31 Credit Hours
CRJ 101 Introduction to Criminal Justice ......................................................................................... 3
CRJ 103 Constitutional Law and Rights of People ............................................................................ 3
CRJ 104 Criminal Law ...................................................................................................................... 3
CRJ 105 Criminal Procedure Law ................................................................................................ 3
CRJ 201 Principles of Investigation OR CRJ 209 Forensic Science I ......................................................... 3
CRJ 204 Juvenile Justice .................................................................................................................. 3
CRJ 207 Criminal Evidence ............................................................................................................ 3
CRJ 211 Community Values and the Administration of Justice ....................................................... 3
CRJ 121 Criminal Justice Education Internship I OR CRJ 222 Criminal Justice Education Internship II ......................................................................................... 3-4
CRIMINAL JUSTICE ELECTIVE++ ................................................................................................. 3

Total 30-31

ELECTIVE: 3-4 Credit Hours
ELECTIVE OR MTH 104 Intermediate Algebra .............................................................................. 3-4

Total 3-4

OTHER: 3-4 Credit Hours
CRIMINAL JUSTICE ELECTIVE++ OR CRC 101 Practical Computer Literacy OR CIS 121 Introduction to the Microcomputer ......................................................... 3-4

Total 3-4

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
PEJ 101 Physical Fitness I-Criminal Justice .................................................................................. 2

Total 2

TOTAL CREDITS 65-69

* ENG 105 recommended
** SPT 141 or SPT 144 highly recommended
*** PSY 101 highly recommended if student intends to transfer to a four-year college
+ MTH 160 highly recommended if student intends to transfer to a four-year college
(note prerequisites)
++ CRJ 170, 171, 172, 201, 208, 209, 217, LAW 101, 110

NOTE TO STUDENTS: Students with a TRS 103 placement must successfully complete TRS 103 with a grade of C or better while taking LAW 101 and COS 101. Students with a TRS 105 placement must register for the CRJ Learning Community: CRJ 101, CRJ 103, TRS 105 and COS 101 if not previously completed.

CULINARY ARTS
CERTIFICATE PROGRAM

The Culinary Arts Certificate program is for the student who is primarily interested in a Culinary Arts concentration without the broad liberal arts background. A graduate of the Culinary Arts Certificate program will have established a basis for a career in the food service industry, and will qualify for a position as an entry-level culinary professional in a commercial or institutional food service operation.

(Housed in the Hospitality Department)

Distribution Requirements

FIRST SEMESTER
FSA 103 Culinary Arts I: Fundamentals of Food Preparation ......................................................... 5
FSA 106 Food Safety and Sanitation ................................................................................................. 1
FSA 107 Menu Planning .................................................................................................................. 3
HSP 102 Hospitality Service ........................................................................................................... 4
FOOD SERVICE ADMINISTRATION ELECTIVE* ...................................................................... 3

Total 16

SECOND SEMESTER
FSA 117 Basic Consumer Nutrition ................................................................................................. 3
FSA 203 Culinary Arts II: Advanced Food Production ................................................................. 5
C E 260 Cooperative Education-Hospitality Management* ........................................................... 4
FOOD SERVICE ADMINISTRATION ELECTIVE** .................................................................. 3

Total 15

TOTAL CERTIFICATE REQUIREMENTS 31

* CE 260 can be taken during the summer
** Food Service Administration Elective Options: FSA 108, FSA 110, FSA 111, FSA 205, FSA 207, FSA 208, FSA 209.
## DENTAL ASSISTING
### CERTIFICATE PROGRAM

This one-year dental assisting program prepares graduates for entry-level employment within the dental industry. Students are taught to perform chairside assisting, related laboratory and office procedures and all delegable expanded functions permitted by the State Education Department. Instruction includes lectures/laboratory coursework, hands-on clinical experience and formal clinical internships.

The program is accredited by the Commission on Dental Accreditation of the American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611; phone (312)440-4653, and is registered with the State Education Department. Graduates will be eligible to take the National Certification Exam offered by the Dental Assisting National Board or a New York State specific certification exam.

Recommended preparation includes high school chemistry and biology. Admission requirements include CPR for health professionals (adult, child and infant CPR - no on-line courses), a high school diploma or GED, and CPR certification. ESOL and Transitional Studies courses must be completed prior to matriculation.

Admission to this program is conditional upon meeting medical requirements, clearance of existing problem(s), and ability to meet technical standards (physical demands) of the program.

No student may progress to the next Dental Studies course level without successful completion of all courses in the previous level. A student who has been previously enrolled in Dental Studies and earned a grade below passing as described in the note below or a W in the course will not be eligible for admission/re-admission to Dental Studies, unless there are documented extenuating circumstances that warrant consideration. A student who believes that there is an extenuating circumstance should speak with an advisor in the Admissions Office or the Advisement Center.

Re-admission of students after an unsuccessful attempt requires permission of the department and is always on a space-available basis. Such an appeal may be made only one time. Dental Studies is a high-demand, competitive program; therefore, re-admission to the Dental Studies program is rare. Any student who is re-admitted to the Dental Studies program and fails to achieve a passing grade (as outlined for that program) a second time is ineligible to continue in the Dental Studies program. Admission/re-admission is always on a space-available basis.

(Housed in the Health Professions Department)

### Distribution Requirements

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
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<tr>
<td><strong>FALL SEMESTER</strong></td>
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<tr>
<td>DEN 111 Dental Radiography I</td>
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<tr>
<td>DEN 112 Oral Anatomy and Physiology I</td>
<td>2</td>
</tr>
<tr>
<td>DEN 113 Barrier Precautions and Infection Control Measures</td>
<td>1</td>
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<tr>
<td>DEN 211 Dental Materials</td>
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<tr>
<td>DAS 110 Preclinical Dental Assisting</td>
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<td>BIOLOGY ELECTIVE**</td>
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<td>ENG 200 Advanced Composition</td>
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<td><strong>Total 17-18</strong></td>
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<td><strong>SPRING SEMESTER</strong></td>
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<tr>
<td>DAS 120 Basic Clinical Dental Assisting Practice</td>
<td>5</td>
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<td>DEN 121 Dental Radiography II**</td>
<td>2</td>
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<tr>
<td>DAS 227 Dental Specialties Procedures</td>
<td>2</td>
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<tr>
<td>DEN 228 Dental Office Management</td>
<td>1</td>
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<td>SPT 144 Communication and Crisis</td>
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<td><strong>Total 13</strong></td>
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<td><strong>TOTAL CREDITS 30-31</strong></td>
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</tbody>
</table>

### DENTAL ASSISTING RAPID TRACK - D.A.R.T.
### CERTIFICATE PROGRAM

This program will provide didactic education and clinical training in chairside dental assisting procedures, manipulation of dental materials, laboratory procedures, radiographic techniques, specialty assisting procedures, infection control procedures and expanded functions permitted by state regulations for an individual that is currently employed as a Dental Assistant in New York state. The program will offer units in the biomedical sciences content areas, oral histology and embryology, pathology, therapeutics, the legal and ethical aspects of dentistry and coursework in and oral and written communications and behavioral concepts. This program will include at least 500 hours of relevant clinical experience in the practice of dental assisting.

(Housed in the Health Professions Department)

### Distribution Requirements

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
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<td><strong>FALL SEMESTER</strong></td>
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<td>DAS 110 Preclinical Dental Assisting</td>
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<td>DEN 113 Barrier Precautions and Infection Control Measures</td>
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<td><strong>SPRING SEMESTER</strong></td>
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<td>DAS 117 Biomedical Foundations for Dental Assisting Practice</td>
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<tr>
<td>DAS 121 Dental Assisting Clinical Experience</td>
<td>1*</td>
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<tr>
<td>DAS 227 Dental Specialties Procedures</td>
<td>2</td>
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<td>DEN 211 Dental Materials</td>
<td>2</td>
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<td><strong>TOTAL CREDITS 15</strong></td>
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<td><strong>TOTAL EQUIVALENT CREDITS 24</strong></td>
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</table>

* Equivalent credit hours = 10 credits.

** Required Biology courses include: BIO 133, 134, or 142, or their equivalent.

** Students will need to recruit patients to meet requirements.
### DENTAL HYGIENE

**A.A.S. DEGREE**

The two-year program in Dental Hygiene prepares graduates for careers in preventive dentistry.

Working under the supervision of a dentist, the dental hygienist provides patient care through clinical service and dental health counseling. Graduates of the program find employment in private dental offices, hospitals, clinics, and community health agencies.

Admission requirements are: CPR certification (CPR for health professionals, including adult, child and infant - no on-line courses), Sequential Math I, grade of C or better in both high school biology and chemistry. High school geometry is strongly recommended. Early applications are encouraged.

Admission to this program is conditional upon meeting medical requirements, clearance of existing problem(s), and ability to meet technical standards (physical demands) of the program.

The program includes courses in liberal arts, basic dental science and clinical experience. All students will complete off-campus clinical assignments as part of their clinical experience.

A minimum grade of C is necessary in all required Dental Studies courses for continued matriculation in the program. No student may progress to the next Dental Studies course level without successful completion of all courses in the previous level. A student who has been previously enrolled in Dental Studies and earned a grade below C or a W in the course will not be eligible for admission/re-admission to Dental Studies, unless there are documented extenuating circumstances that warrant consideration. A student who believes that there is an extenuating circumstance should speak with an advisor in the Admissions Office or the Advisement Center.

Re-admission of students after an unsuccessful attempt requires permission of the department and is always on a space available basis. Such an appeal may be made only one time. Dental Studies is a high-demand, competitive program; therefore, re-admission to the Dental Studies program is rare. Any student who is re-admitted to the Dental Studies program and fails to achieve a grade of C or higher a second time is ineligible to continue in the Dental Studies program. Admission/re-admission is always on a space available basis. Students must follow the sequence of courses semester by semester as presented. A student who fails to achieve the C in the fourth semester DEN courses will be ineligible for graduation. Successful completion of the program permits admission to licensure examinations. Students must also take a clinical exam in the region in which they plan to practice. MCC Dental Hygiene students take the National Board examination in July, after graduation. Dental hygienists must be licensed in order to practice. Prior to clinical experience, students must have a physical examination.

(Housed in the Health Professions Department)

#### Distribution Requirements

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<th>Credit Hours</th>
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<td><strong>FIRST SEMESTER</strong></td>
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<tr>
<td>BIO 134 Human Anatomy and Physiology I OR</td>
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<tr>
<td>BIO 142 Human Anatomy</td>
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<td>DEN 110 Dental Health Education</td>
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<td>DEN 111 Dental Radiography I</td>
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<tr>
<td>DEN 112 Oral Anatomy and Physiology I</td>
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<td>DEN 114 Dental Hygiene I</td>
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<tr>
<td>DEN 115 Clinical Dental Hygiene I</td>
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<td>ENG 101 College Composition OR</td>
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<td>ENG 200 Advanced Composition</td>
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<td>Physical/Health Education</td>
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<tr>
<td><strong>SECOND SEMESTER</strong></td>
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<tr>
<td>BIO 135 Anatomy and Physiology II OR</td>
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<td>DEN 122 Oral Anatomy and Physiology II</td>
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<td>DEN 123 Oral Pathology I</td>
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<tr>
<td>DEN 129 Periodontics I</td>
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<tr>
<td>MTH 150 Survey of Mathematics or higher+</td>
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<tr>
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<td>DEN 212 Community Dentistry I</td>
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<td>DEN 213 Oral Pathology II</td>
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<tr>
<td>DEN 214 Dental Hygiene III</td>
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<tr>
<td>DEN 215 Clinical Dental Hygiene III**</td>
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<tr>
<td>DEN 216 Dental Therapeutics I</td>
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<td>DEN 217 Dental Specialties</td>
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<td>DEN 219 Periodontics II</td>
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<tr>
<td>SPT 141 Interpersonal Communication OR</td>
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<td>SPT 143 Small Group Communication OR</td>
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<td>SPT 144 Communication and Crisis</td>
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<td>DEN 224 Dental Hygiene IV</td>
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<tr>
<td>DEN 228 Dental Office Management/Business Practice</td>
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<td>DEN 229 Periodontics III</td>
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<tr>
<td>PSY 101 Introductory Psychology</td>
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<td>SOC 101 Introduction to Sociology</td>
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<td>Physical/Health Education</td>
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**Design (Fashion): Interior Design**

**A.A. DEGREE**

See INTERIOR DESIGN A.A.S. DEGREE
EARLY CARE

CERTIFICATE PROGRAM

This one year childhood education program provides coursework for those who work
with or plan to work with young children in preschool and pre-kindergarten settings
of all kinds. Students will receive a basic understanding of principles of early care
education, child growth and development, and will develop specific skills in planning
and implementing the curriculum for young children. Upon completion of the program,
graduates will be prepared to assume positions in child care classrooms, as well as
home-based or center-based child care facilities. The certificate program may also
allow further advancement within the day care setting.

Recommended preparation includes a high school diploma or equivalent including
courses in mathematics and science. All college placement test recommendations
must be completed prior to full admission to the program.

Students may choose to continue their studies and complete an Associate in
Science, Liberal Arts degree, or an Associate of Arts Education degree, leading to
successful transfer to a four-year school. Graduates of this certificate are not qualified
to meet the education coursework requirements for either the Child Development
Science, Liberal Arts degree, or an Associate of Arts Education degree, leading to
successful transfer to a four-year school. Graduates of this certificate are not qualified
to meet the education coursework requirements for either the Child Development
Associate Credential (CDA) or the Infant Toddler Care and Education Credentialing.
(Housed in the Education Department)

Distribution Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENG 101 College Composition OR</td>
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<tr>
<td>ENG 200 Advanced Composition</td>
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<tr>
<td>HED 116 Issues in Child Development and Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 118 Introduction to Safety and Emergency Care</td>
<td>3</td>
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<tr>
<td>HUM 101 Introduction to Human Services</td>
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<tr>
<td>HUM 111 Fieldwork in Human Services I</td>
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<tr>
<td>PSY 101 Introduction Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201 Developmental Psychology - Child</td>
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<tr>
<td>EDU 150 Performance and Presentations SKills for Educators</td>
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<tr>
<td>Any four ECE courses</td>
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</table>

TOTAL CREDITS 33-36

EARLY CHILDHOOD EDUCATION

(TEACHER EDUCATION TRANSFER)

A.A. DEGREE

See Liberal Arts and Sciences: Early Childhood Education

ELECTRICAL ENGINEERING TECHNOLOGY — ELECTRONICS

A.A.S. DEGREE

Educational Objectional Objectives: The Electrical Engineering Technology —
Electronics program offers our diverse community a high quality learning environment
and many training opportunities. After successfully completing the requirements of
this program, the graduate will be qualified to:

1. function as a technically qualified electrical/electronics technician, fully
capable of working with electrical, electronic, instrumentation, communication,
control, and digital computer systems. Such activities may include the collection
and analysis of data, the troubleshooting and repair of defective equipment and
circuitry, the inspection of the manufacturing process and end-product, the translation
of engineering designs into projects and test procedures, and the preparation of
technical reports for an engineering or sales team.

2. successfully transfer to a four or five year baccalaureate program in electrical,
computer, or telecommunications engineering technology. This allows the graduate to
continue to participate in life-long learning if she/he desires.

3. demonstrate critical thinking skills by applying the basic principles of electrical/
electronics technology to solve technical problems with minimal assistance or
supervision. This is done by providing the student with extensive hands-on laboratory
experience.

4. effectively demonstrate oral and written communication skills in one-on-one or
group environments along with the ability to successfully function as a member or a
leader of a team project.

5. demonstrate good work habits, an understanding of professional and ethical
conduct concerns, and an awareness of global issues in technology.

Monroe Community College’s Electrical Engineering Technology -- Electronics
program is accredited by the Technology Accreditation Commission of the
Accreditation Board for Engineering and Technology (TAC of ABET). For further
information regarding accreditation, contact: Accreditation Director for Engineering
Technology, Accreditation Board for Engineering and Technology, 111 Market Place,
Suite 1050, Baltimore, MD 21202-4012. Telephone: (410) 347-7700.
(Housed in the Engineering Technologies Department)

Distribution Requirements

<table>
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<th>Course</th>
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<tr>
<td>ENG 200 Advanced Composition</td>
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<tr>
<td>ELT 101 Electric Circuit Analysis I OR</td>
<td>4</td>
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<td>ELT 121 AC/DC Circuit Analysis* **</td>
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<td>ELT 111 Electronic Technology I</td>
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<tr>
<td>MATHEMATICS ELECTIVE*</td>
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<tr>
<td>TEK 101 Computer Applications for Technicians**</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 19

SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS ELECTIVE*</td>
<td>3-4</td>
</tr>
<tr>
<td>PHY 132 Applied Physics II</td>
<td>4</td>
</tr>
<tr>
<td>ELT 102 Electric Circuit Analysis II***#</td>
<td>5</td>
</tr>
<tr>
<td>ELT 112 Electronic Technology II</td>
<td>5</td>
</tr>
<tr>
<td>Physical/Health Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 18-19

THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 201 Linear Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ELT 202 Pulse and Digital Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ENG 251 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATHEMATICS ELECTIVE*</td>
<td>3-4</td>
</tr>
<tr>
<td>PHL 105 Technology and Values</td>
<td>3</td>
</tr>
<tr>
<td>Physical/Health Education</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 18-19

www.monroec.edu/go/academicprograms
## FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 204 Industrial Electronics and Control</td>
<td>4</td>
</tr>
<tr>
<td>ELT 205 Communications Systems</td>
<td>5</td>
</tr>
<tr>
<td>ELT 206 Digital Systems and Microprocessors</td>
<td>5</td>
</tr>
<tr>
<td>SOCIAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 72-74**

* MATHEMATICS ELECTIVES should be selected with guidance from faculty advisors. Those who are not considering transfer to an upper division program will probably take the MTH 140/141/175 technical math sequence. Those contemplating transfer (and having a good math background) can fulfill their math requirement with the MTH 165/175/210 transfer math sequence. Students who are not proficient in algebra and trigonometry should consult a math advisor about taking MTH 125, MTH 098, MTH 104 and/or MTH 112 in preparation for the required technical math or transfer math sequence.

** MTH 137 completed prior to September 1, 1995 will substitute for TEK 101.

*** A specific calculator is required for ELT courses. Certain math courses recommend or require a specific calculator. Contact the department for details.

# ELT 101 or ELT 121 may serve as the prerequisite.

NOTE: Students in “2+2” Agreements should meet with their faculty advisor to make certain the courses they have selected meet the requirements of the college to which they plan to transfer.

NOTE: Electronics courses are normally offered only one semester per year, and have as a prerequisite certain lower numbered ELT courses. Failure to complete ELT courses in a properly planned sequence may result in a delay of graduation. Most other courses in this program are available Fall, Spring and Summer sessions.

NOTE: Students with less academic preparation will need three years to complete the Electronics program. The first year, the student could select from among MTH 098, MTH 104, MTH 135 and/or MTH 112; PHY 100; TEK 100, 101, 190; ELT 130; TRS 104; OFT 100; TEK courses; ENG 101; PE; social science electives, etc. Contact an ELT advisor for details, and to explore the advisability of taking ELT 121 and ELT 102.

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**ELECTRICITY TECHNOLOGY**

**CERTIFICATE PROGRAM**

The Electronics Technology Certificate Program provides an intermediate recognition for those pursuing the A.A.S. degree, as well as for those desiring only special groups of Electronics courses.

(Housed in the Engineering Technologies Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEK 101 Computer Applications for Technicians</td>
<td>2</td>
</tr>
<tr>
<td>TEK 190 Introduction to Engineering Technologies</td>
<td>3</td>
</tr>
<tr>
<td>ELT 170 Circuit Layout and Fabrication</td>
<td>2</td>
</tr>
<tr>
<td>ELT 130 Basic Electricity and Electronics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 135 Introduction to Technical Mathematics (or higher)*</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 232 Electronics for Non-Majors</td>
<td>4</td>
</tr>
<tr>
<td>CPT 115 Introduction to Networks</td>
<td>3</td>
</tr>
<tr>
<td>INT 210 Digital Process Control Systems</td>
<td>5</td>
</tr>
<tr>
<td>HUMANITIES OR SOCIAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**TOTAL MINIMUM CREDITS 29**

* A scientific calculator is required for ELT courses. Certain math courses recommend or require a specific calculator. Contact the Department for details.

* Math requirement does not include MTH 150, 155 or 156. Students considering an associate degree are advised to take MTH 140.

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**ELECTRO-OPTICS TECHNOLOGY**

**A.A.S. DEGREE**

See OPTICAL SYSTEMS TECHNOLOGY
## EMERGENCY MANAGEMENT
### A.A.S. DEGREE

The Emergency Management AAS degree program combines general education with the knowledge and skills to prepare graduates to react appropriately and professionally to situations where the public might be put at risk by natural or man-made emergencies. Students are trained to assess, plan, mitigate, command and control professional responses to emergency situations. They also are trained to coordinate and evaluate the efforts of resources and operations dealing with the emergency situations and their aftermaths.

The Emergency Management degree has been developed in conjunction with the Federal Emergency Management Agency and the NYS Emergency Management Office. The Emergency Management degree incorporates emergency management courses of study as offered through the FEMA higher education project, state, and local courses and nationally recognized courses in the incident command system.

(Housed in the Law and Criminal Justice Department)

### Distribution Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUMANITIES: 9 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPT 141 Interpersonal Speech Communications OR SPT 142 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SPT 144 Communication in Crisis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCES: 9 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 100 Psychology of Interpersonal Relationships OR PSY 101 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101 Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>POS 120 American National Government OR POS 207 Urban Political Process OR POS 230 Civil Liberties-US</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>NATURAL SCIENCE &amp; MATHEMATICS: 6-7 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>MTH 150 Survey of Mathematics (or higher)</td>
<td>3</td>
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<tr>
<td><strong>NATURAL SCIENCE ELECTIVE</strong></td>
<td>3-4</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>6-7</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

### EMERGENCY MANAGEMENT COURSES: 31 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMG 101 Introduction to Emergency Management</td>
<td>2</td>
</tr>
<tr>
<td>EMG 103 Developing Volunteer Resources</td>
<td>1</td>
</tr>
<tr>
<td>EMG 104 Resources and Donations Management</td>
<td>2</td>
</tr>
<tr>
<td>EMG 105 Public Information Officer-Basic Course</td>
<td>3</td>
</tr>
<tr>
<td>EMG 106 Emergency Response Planning</td>
<td>3</td>
</tr>
<tr>
<td>EMG 109 Emergency Response to Terrorism</td>
<td>1</td>
</tr>
<tr>
<td>EMG 201 Disaster Response and Recovery Operations</td>
<td>2</td>
</tr>
<tr>
<td>EMG 202 Mitigation for Emergency Managers</td>
<td>1.5</td>
</tr>
<tr>
<td>EMG 204 Multi-Hazard Emergency Response Planning for School</td>
<td>1</td>
</tr>
<tr>
<td>EMG 205 Emergency Operations Center (EOC) Management</td>
<td>1.5</td>
</tr>
<tr>
<td>EMG 206 Emergency Exercise Program Management</td>
<td>3</td>
</tr>
<tr>
<td>EMG 208 Terrorism Response Planning</td>
<td>2</td>
</tr>
<tr>
<td>PST 130 Public Safety Incident Management</td>
<td>1</td>
</tr>
<tr>
<td>PST 132 Command Post Operations</td>
<td>1</td>
</tr>
<tr>
<td>PST 145 Hazardous Materials and Emergency Response</td>
<td>3</td>
</tr>
<tr>
<td>PST 265 Public Safety Leadership Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

### OTHER: 3 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPT 144 Communication and Crisis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

TOTAL CREDITS **34**

---

### GENERAL ELECTIVE: 6 Credit Hours*

<table>
<thead>
<tr>
<th>Electives</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
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</tbody>
</table>

### PHYSICAL/HEALTH EDUCATION: 2 Credit Hours

<table>
<thead>
<tr>
<th>Physical/Health Education</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

TOTAL CREDITS **63-64**

* ENG 105 highly recommended if student intends to transfer to a four-year college
** PSY 101 highly recommended if student intends to transfer to a four-year college
*** MTH 160 highly recommended if student intends to transfer to a four-year college

---

## EMERGENCY MANAGEMENT
### CERTIFICATE PROGRAM

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(Housed in the Law and Criminal Justice Department)

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<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMERGENCY MANAGEMENT COURSES: 31 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>EMG 101 Introduction to Emergency Management</td>
<td>2</td>
</tr>
<tr>
<td>EMG 103 Developing Volunteer Resources</td>
<td>1</td>
</tr>
<tr>
<td>EMG 104 Resources and Donations Management</td>
<td>2</td>
</tr>
<tr>
<td>EMG 105 Public Information Officer-Basic Course</td>
<td>3</td>
</tr>
<tr>
<td>EMG 106 Emergency Response Planning</td>
<td>3</td>
</tr>
<tr>
<td>EMG 109 Emergency Response to Terrorism</td>
<td>1</td>
</tr>
<tr>
<td>EMG 201 Disaster Response and Recovery Operations</td>
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</tr>
<tr>
<td>EMG 202 Mitigation for Emergency Managers</td>
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</tr>
<tr>
<td>EMG 204 Multi-Hazard Emergency Response Planning for School</td>
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<tr>
<td>EMG 205 Emergency Operations Center (EOC) Management</td>
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<tr>
<td>EMG 206 Emergency Exercise Program Management</td>
<td>3</td>
</tr>
<tr>
<td>EMG 208 Terrorism Response Planning</td>
<td>2</td>
</tr>
<tr>
<td>PST 130 Public Safety Incident Management</td>
<td>1</td>
</tr>
<tr>
<td>PST 132 Command Post Operations</td>
<td>1</td>
</tr>
<tr>
<td>PST 145 Hazardous Materials and Emergency Response</td>
<td>3</td>
</tr>
<tr>
<td>PST 265 Public Safety Leadership Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
</tr>
<tr>
<td><strong>OTHER: 3 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>SPT 144 Communication and Crisis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

TOTAL CREDITS **34**
EMERGENCY MEDICAL SERVICES
Certiﬁcate Program

This certiﬁcate program is intended for students interested in preparing for entry in the emergency medical services ﬁeld, or for students in the emergency medical services ﬁeld who are expanding their knowledge and skills to better prepare for advancement within the ﬁeld. There are three tracks available for students to choose from depending on their desired outcome. All students take four core courses, covering basic skills used in emergency medical services. The Paramedic Candidate track allows students to prepare in directly applicable science and skills before entering the Paramedic program. The Emergency Medical Services Management track is designed for those students already working in the emergency medical services ﬁeld, looking to increase their management and supervisory skills. The third track is a general track that students can tailor, through advisement, to meet their speciﬁc needs in the emergency medical services ﬁeld.

(Housed in the PSTF-Emergency Management)

Distribution Requirements Credit Hours

HUMANITIES: 6 Credit Hours
ENG 101 College Composition OR
ENG 200 Advanced Composition .................................................................3
SPT 144 Communication in Crisis ................................................................3
Total 6

LIBERAL ARTS: 3 Credit Hours
LIBERAL ARTS ELECTIVE* .................................................................3
Total 3

SOCIAL SCIENCES: 3 Credit Hours
PSY 101 Introductory Psychology ............................................................3
Total 3

NATURAL SCIENCE: 3 Credit Hours
BIO 133 Human Machine ........................................................................3
Total 3

TOTAL 15

PROGRAM: 18 Credit Hours
EMS 110 Emergency Medical Technician ................................................6
PROGRAM OPTION (listed below) ...............................................................12
Total 18

PROGRAM TRACKS: 12 Credit Hours

Paramedic Candidate Track: 12 Credit Hours
BIO 132 Laboratory to Accompany Human Machine ................................1
CHE 124 General, Organic and Biochemistry* ........................................4
HIM 104 Medical Terminology ...............................................................3
MTH 104 Intermediate Algebra** ..........................................................4

EMS Management Track: Any 12 Credit Hours
HSE 101 Introduction to Occupational Health and Safety ......................3
MTH 160 Statistics I*** .................................................................3
PAD 101 Introduction to Public Administration .....................................3
PAD 102 Public Sector Management ......................................................3
PST 132 Command Post Operations ......................................................1
PST 210 Managing the Mass Casualty Incident .....................................1
PST 250 Pathway to Effective Leadership ............................................0.5
PST 251 Understanding and Motivating Others ....................................0.5

General Track: Any 12 Credit Hours
ASL 101 American Sign Language I ......................................................3
HED 115 Death and Dying ....................................................................3
PEC 148 Physical Fitness Theory and Practice ....................................2
PEC 179 Lifeguarding ............................................................................2
PPE 170 Introduction to Sport Medicine ...............................................3
PST 130 Public Safety Incident Management .....................................1
PST 160 Acute Traumatic Stress Management ..................................0.5
PST 145 Hazardous Materials and Emergency Response ....................3
PST 146 Hazardous Materials: Characteristics and Behavior OR
any Paramedic Candidate Track courses OR
EMS Management Track courses (only one (1) PEC course allowed) ......3
SPA 141 Spanish for the Health Professions ........................................3

TOTAL CREDITS 33

* CHE 124 has a prerequisite of grade of C or better in Regents level high school chemistry and algebra, or CHE 100 and MTH 098 with a grade of C or better.
** MTH 104 has a prerequisite of MTH 098 with a grade of C or better, or equivalent.
*** MTH 160 has a prerequisite of MTH 104 with a grade of C or better, or equivalent.
**** ENG 250 is recommended for Paramedic Candidate and EMS Management Tracks.

www.monroecc.edu/go/academicprograms
## ENGINEERING SCIENCE  
### A.S. DEGREE

The purpose of the Engineering Science program is to prepare students for transfer to a four-year engineering school with junior status. Input from several four-year engineering schools in New York State and the Two Year Engineering Science Association of New York has been incorporated into the curriculum design to ensure transferability of the courses. The curriculum provides students with a broad based engineering education enabling them to explore a variety of engineering disciplines before declaring the field they will pursue. Several courses in the program include design and build experiences that allow students to apply what they learn to create working models.

NOTE: Credit earned or transfer credit received (e.g., dual credit courses) for engineering technology courses (e.g., CIT, CPT, ELT, MET, MFG, OPT) are NOT applicable to the Engineering Science degree.

(Housed in Engineering Science & Physics Department)

### Distribution Requirements

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
</tr>
<tr>
<td>4</td>
<td>MTH 210 Calculus I</td>
</tr>
<tr>
<td>4</td>
<td>CHE 151 General College Chemistry I</td>
</tr>
<tr>
<td>3</td>
<td>ENR 151 Engineering Computing I</td>
</tr>
<tr>
<td>4</td>
<td>ENR 153 Engineering Graphics and Machining*</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ENGLISH ELECTIVE</td>
</tr>
<tr>
<td>4</td>
<td>MTH 211 Calculus II</td>
</tr>
<tr>
<td>4</td>
<td>PHY 161 University Physics I</td>
</tr>
<tr>
<td>4</td>
<td>ENR 157 Digital Electronics and Microcontrollers*</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE ELECTIVE</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SOCIAL SCIENCE ELECTIVE</td>
</tr>
<tr>
<td>4</td>
<td>MTH 212 Calculus III</td>
</tr>
<tr>
<td>4</td>
<td>PHY 261 University Physics 2</td>
</tr>
<tr>
<td>3</td>
<td>ENR 251 Statics</td>
</tr>
<tr>
<td>4</td>
<td>ENR 253 Circuit Analysis 1</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Physical/Health Education</td>
</tr>
<tr>
<td>4</td>
<td>MTH 225 Differential Equations</td>
</tr>
<tr>
<td>3</td>
<td>ENR 252 Dynamics**</td>
</tr>
<tr>
<td>3</td>
<td>ENR 261 Engineering Computing 2</td>
</tr>
<tr>
<td>3</td>
<td>ENR 254 Circuit Analysis 2 OR ENR 256 Mechanics of Materials</td>
</tr>
<tr>
<td>1</td>
<td>ENR 259 Engineering Design Laboratory*</td>
</tr>
<tr>
<td><strong>Total 16</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Total CREDITS 70**

* Denotes courses containing a design and build experience.

** Students pursuing Electrical Engineering may substitute PHY 262 (formerly PHY 252) for ENR 252.

### RECOMMENDED ELECTIVES:

**Chemical Engineering:** Choose ENR 256. Replace ENR 157, ENR 253, and ENR 252 with CHE 152, CHE 251, and CHE 252.

**Computer Engineering:** Choose ENR 254. Replace ENR 153, ENR 251, and ENR 252 with CSC 101, CSC 103, and CSC 202.

**Electrical Engineering:** **Choose ENR 254. PHY 262 (formerly PHY 252) may be substituted for ENR 252.**

**Mechanical/Civil/Aeronautical Engineering:** Choose ENR 256.

**Optics:** Choose ENR 254. In addition, ENR 251 and ENR 252 should be replaced with cross-registration into OPT 241 and OPT 261 at the University of Rochester.

### ENGLISH FOR SPEAKERS OF OTHER LANGUAGES  
### NON-DEGREE

Courses are offered for limited English proficient students who wish to prepare themselves linguistically and culturally so they can successfully complete an academic program of study or pursue their career goals.

Courses range from an intensive program at the intermediate level to courses for general language development and specific skills at the higher levels. Placement in these courses is made on the basis of objective testing, a written evaluation, and an interview with an ESOL faculty member. Students, after evaluation, may be considered for admission into this program only if their skill level is appropriate for the courses offered. After the initial semester, students are expected to progress through the sequence of courses as listed. However, students must receive a grade of C- or higher to advance to the next level. ESOL courses may be used to fulfill general elective requirements in degree programs if approved by the student’s advisor.

Support services are available for students enrolled in ESOL courses. These include use of the Learning Assistance Center, tutoring, and advisement, both academic and personal.

NOTE: International students requiring F-1 visas are not eligible for admission into the ESOL program.

(Housed in ESOL and Foreign Languages Department)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 100 Intermediate II: Reading Focus</td>
<td>4</td>
</tr>
<tr>
<td>ESL 120 Intermediate II: Integrated Skills</td>
<td>7</td>
</tr>
<tr>
<td>ESL 130 Advanced I: Integrated Skills</td>
<td>7</td>
</tr>
<tr>
<td>ESL 201 Advanced II: Reading/Writing</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 129 ESL Through Computers</td>
<td>2</td>
</tr>
<tr>
<td>ESL 138 ESL: Pronunciation</td>
<td>2</td>
</tr>
<tr>
<td>ESL 158 ESL: Oral Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

**Evening Offerings:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 125 ESL: Multi-Skills I</td>
<td>3</td>
</tr>
<tr>
<td>ESL 145 ESL: Multi-Skills II</td>
<td>4</td>
</tr>
<tr>
<td>ESL 201 ESL-Advanced II: Reading/Writing</td>
<td>4</td>
</tr>
</tbody>
</table>
ENTREPRENEURIAL AND APPLIED BUSINESS STUDIES
A.A.S. DEGREE

This program will develop the skills and knowledge needed by students who plan to start their own business ventures, work in a family business, expand their present business, or seek employment in a small business after receiving their Associates degree. The core courses within this degree provide students with a solid base of business, personal, analytical, and problem solving skills. Additionally, this program will provide basic knowledge in the fields of accounting, law, marketing, management, and customer service.

This program is not designed as a transfer program. Students who plan to transfer to a four-year college to earn their Bachelor’s degree should discuss their plans with an advisor as early as possible to identify the appropriate program.

(Housed in the Business Administration and Economics Department)

Distribution Requirements
Credit Hours

HUMANITIES: 9 Credit Hours
ENG 101 College Composition OR ENG 200 Advanced Composition ........................................... 3
ENG 250 Professional Communication .............................................................. 3
SPT 141 Interpersonal Speech Communications OR SPT 143 Small Group Communication ......................... 3
Total 9

SOCIAL SCIENCES: 6 Credit Hours
ECO 111 Principles of Microeconomics ........................................................................ 3
SOCIAL SCIENCE ELECTIVE* ...................................................................................... 3
Total 6

NATURAL SCIENCE & MATHEMATICS: 6 Credit Hours
MTH 104 Intermediate Algebra or higher (except MTH 130 or MTH 150)** .................. 3
NATURAL SCIENCE ELECTIVE ................................................................................... 3
Total 6

BUSINESS COURSES: 39 Credit Hours
ACC 130 Introductory Accounting and Financial Analysis*** ......................................... 4
BUS 104 Introduction to Business ................................................................................. 3
BUS 110 Entrepreneurial Studies I ................................................................................. 3
BUS 135 Supervising for Quality .................................................................................. 3
BUS 200 Legal Environment of Business ....................................................................... 3
BUS 210 Entrepreneurial Studies II ................................................................................ 3
BUS 275 Business Cooperative Education .................................................................... 4
CIS 121 Microsoft Office **** ....................................................................................... 4
MAR 200 Principles of Marketing .................................................................................. 3
MAR 201 Dynamics of Selling ....................................................................................... 3
BUSINESS ELECTIVES***** ....................................................................................... 6
Total 39

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
Physical/Health Education ............................................................................................ 2
Total 2

TOTAL CREDITS 62

* Recommended Social Science Elective: PSY 100, SOC 101 or ANT 102
** Students with strong math skills should consult with their advisor to select the appropriate math course
*** Students who have completed ACC 101 and ACC 102 may substitute that sequence for ACC 120
**** CIS 121 or the combination of CRC 113, 115, 116, 117
***** Recommended Business Electives: any course with the prefix BUS or MAR.

ENVIRONMENTAL SCIENCE ADVISEMENT SEQUENCE
A.S. DEGREE

See Liberal Arts and Sciences Program - Science Transfer Opportunities

FINE ARTS
A.S. DEGREE

The mission of the Fine Arts Program at Monroe Community College is to prepare students for transfer to four-year institutions, where degree programs are available that provide entry into a variety of art related professions.

It is the goal of the Fine Arts degree program to provide students with the fundamental skills and concepts necessary for a solid foundation in the visual arts. We believe that the core curriculum that we have structured will offer students the opportunity to become proficient in a variety of studio art procedures and practices. Courses in drawing, two-dimensional design, painting, figure drawing, three-dimensional art, history and sculpture are coupled with a strong liberal arts curriculum, so students will be well prepared for advanced coursework in their chosen disciplines.

(Housed in the Visual and Performing Arts Department)

Distribution Requirements
Credit Hours

HUMANITIES: 9 Credit Hours
ENG 101 College Composition OR ENG 200 Advanced Composition ......................... 3
LITERATURE ELECTIVE ............................................................................................... 3
HUMANITIES ELECTIVE ............................................................................................. 3
Total 9

SOCIAL SCIENCE: 12 Credit Hours
ART 118 Perspectives of Art History I: Ancient* OR ART 119 Perspectives of Art History II: Modern* .............................................................................................................. 3
SOCIAL SCIENCE ELECTIVES ..................................................................................... 9
Total 12

NATURAL SCIENCE AND MATHEMATICS: 12-15 Credit Hours
MTH 150 Survey of Mathematics (or higher) ................................................................ 3
NATURAL SCIENCE ELECTIVES ................................................................................. 6-8
NATURAL SCIENCE OR MATHEMATICS ELECTIVE .................................................. 3-4
Total 12-15

ART COURSES: 34 Credit Hours
ART 104 Drawing I ...................................................................................................... 4
ART 109 Two Dimensional Design ................................................................................. 3
ART 120 Painting I ........................................................................................................ 4
ART125 Three Dimensional Design ................................................................................ 4
ART 130 Sculpture I ....................................................................................................... 4
ART 154 Drawing the Human Figure .............................................................................. 4
ART 204 Drawing II ....................................................................................................... 4
ART 220 Painting II ....................................................................................................... 4
ART 231 Art Seminar ..................................................................................................... 3
Total 34

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
Physical/Health Education ............................................................................................ 2
Total 2

TOTAL CREDITS 69-72

* Art 118 and/or ART 119 fulfill a Humanities or Social Science requirement.
## FIRE PROTECTION TECHNOLOGY

**A.A.S. Degree**

Fire Protection Technology is designed to explore the application of technology to the field of fire protection. The curriculum prepares students to meet the challenges of contemporary problems in the fire protection disciplines.

Employment and advancement opportunities for graduates are found in both the municipal and industrial fire protection field, marketing and support of fire suppression and detection systems, and safety departments of mid to large size companies.

The A.A.S. degree program allows students the flexibility to pursue specific areas of interest related to the field of fire protection, obtain a broader general education, or prepare for transfer to a baccalaureate program.

(Housed in the PSTF-Emergency Management)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUMANITIES: 6 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPT 144 Communication and Crisis</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE: 6 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>SOCIAL SCIENCE ELECTIVES</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total 6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NATURAL SCIENCE AND MATHEMATICS: 9-11 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS ELECTIVE (MTH 130 or higher)</td>
<td>3</td>
</tr>
<tr>
<td>NATURAL SCIENCE ELECTIVE</td>
<td>3-4</td>
</tr>
<tr>
<td>MATHEMATICS OR NATURAL SCIENCE ELECTIVE*</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Total 9-11</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PUBLIC SAFETY/FIRE PROTECTION COURSES: 29-33 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>EMS 110 Emergency Medical Technician OR EMS 119 Emergency Medical Technician Recertification**</td>
<td>2-6</td>
</tr>
<tr>
<td>FPT 101 Introduction to Fire Protection Technology</td>
<td>3</td>
</tr>
<tr>
<td>FPT 102 Fire Prevention and Inspection</td>
<td>3</td>
</tr>
<tr>
<td>FPT 103 Building Materials and Construction</td>
<td>3</td>
</tr>
<tr>
<td>FPT 104 Fire Suppression Technology</td>
<td>3</td>
</tr>
<tr>
<td>FPT 211 Fire Investigation: Cause and Origin</td>
<td>3</td>
</tr>
<tr>
<td>FPT 213 Automatic Sprinklers and Standpipes</td>
<td>3</td>
</tr>
<tr>
<td>HSE 101 Introduction to Occupational Safety and Health</td>
<td>3</td>
</tr>
<tr>
<td>PST 145 Hazardous Materials and Emergency Response</td>
<td>3</td>
</tr>
<tr>
<td>PST 146 Hazardous Materials: Characteristics and Behavior</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 29-33</strong></td>
<td></td>
</tr>
<tr>
<td>**ELECTIVES: 9 Credit Hours *****</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total 9</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL/HEALTH EDUCATION: 2 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>Physical/Health Education</td>
<td>2</td>
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<tr>
<td><strong>Total 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS 61-67</strong></td>
<td></td>
</tr>
</tbody>
</table>

* With permission of faculty advisor, students may substitute a computer related course from CIS, CRC or CSC

** Students who are certified as an EMT may take EMS 119 in lieu of EMS 110

*** Students should select electives based on individual career goals and advisement. For example, students seeking a bachelor degree should use the electives to meet entrance requirements for the school/program they desire admission to. Some students may wish to strengthen their management skills, meet NFPA firefighter certification(s) requirements, meet NFPA officer certification(s) requirements, or concentrate in specific disciplines.

## FOOD MANAGEMENT

**Certificate Program**

The Food Service Management Certificate program is designed for the student who has sufficient work experience in the production and service areas of the food industry and who would like to gain a deeper insight into food management areas for job enrichment, promotional consideration or possible future positions.

(Housed in the Hospitality Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>FSA 103 Culinary Arts I: Fundamentals of Food Preparation</td>
<td>5</td>
</tr>
<tr>
<td>FSA 106 Food Safety and Sanitation</td>
<td>1</td>
</tr>
<tr>
<td>FSA 107 Menu Planning</td>
<td>3</td>
</tr>
<tr>
<td>FSA 205 Purchasing, Storage and Handling</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>PSYCHOLOGY ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 18</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>FSA 117 Basic Consumer Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ACC 110 Fundamentals of Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACC 111 Fundamentals of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 130 Introductory Accounting and Financial Analysis</td>
<td>4</td>
</tr>
<tr>
<td>C E 260 Cooperative Education-Hospitality Management</td>
<td>3</td>
</tr>
<tr>
<td>FSA/GLF/HTL/TVL ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 17</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL CERTIFICATE REQUIREMENTS 35</strong></td>
<td></td>
</tr>
</tbody>
</table>

* CE 260 can be taken during the summer

## GEOSCIENCES ADVISEMENT SEQUENCE

**A.S. Degree**

See Liberal Arts and Sciences Program - Science Transfer Opportunities

## GLOBAL HISTORY ADVISEMENT SEQUENCE

**A.S. Degree**

See Liberal Arts and Sciences Program - General Studies Transfer Opportunities
HEALTH INFORMATION TECHNOLOGY/MEDICAL RECORDS

A.A.S. DEGREE

The individual holding an associate degree in health information technology is the technical expert in health data collection, analysis, monitoring, maintenance, and reporting activities in accordance with established data quality principles, legal and regulatory standards, and professional best practice guidelines. These functions encompass, among other areas, processing and using health data for coding, billing, compliance, and surveillance purposes. In an e-health environment, this individual performs these functions through the use of various electronic systems.

Registered Health Information Technicians (RHIT) are employed in managerial or technical capacities in health information departments of hospitals, health clinics, long term care facilities, and other health care facilities. Opportunities are available in quality assurance programs, hospital associations, industries, governmental agencies, health information systems, insurance companies, financial auditing firms, and consulting.

Program applicants should be comfortable using personal computers and word processing programs.

Admission and continuation in the HIT program is conditional upon completion of the following requirements:

A. A grade of C or better in High School Biology.
B. All college placement test recommendations must be completed prior to full admission to the program.
C. Completion of medical requirements, clearance of existing health problem(s), and ability to meet essential functions (physical and mental demands) of the program.
D. A grade of C or better is required in all BIO and HIM courses, and CRC 120 in order to meet degree requirements.
1. A grade of C or better is required, first time, in HIM 100 and HIM 103 for continued matriculation in the program.
2. A student who fails to achieve a grade of C or better in BIO, other HIM courses, and CRC 120, will be given the opportunity to repeat the course once. This option may be elected for a maximum of two courses. No HIM course may be taken more than twice.

The student is responsible for arranging transportation to and from the College and local internship sites when required.

Graduates of this program are eligible to take the certification examination for the designation of Registered Health Information Technician (RHIT), offered by the American Health Information Management Association (233 N. Michigan Avenue, Suite 2150, Chicago, IL 60601-5800; phone 312-233-1100; fax 312-233-1090; web site ahima.org.

The Health Information Technology Program is accredited by the Commission on Accreditation of Allied Health Informatics and Information Management Education.

(Housed in the Health Professions Department)

**Distribution Requirements**

**FIRST SEMESTER: 18 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 College Composition</td>
<td>3</td>
</tr>
<tr>
<td>OR ENG 200 Advanced Composition</td>
<td></td>
</tr>
<tr>
<td>BIO 134 Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>HIM 100 Introduction to Health Information</td>
<td>3</td>
</tr>
<tr>
<td>HIM 103 Health Care Documentation</td>
<td>3</td>
</tr>
<tr>
<td>HIM 104 Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>MTH 150 Survey of Mathematics (or higher)*</td>
<td>3</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER: 18 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 135 Human Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>HIM 105 Medical Transcription</td>
<td>3</td>
</tr>
<tr>
<td>HIM 110 ICD-9-CM Diagnostic and Procedural Classifications</td>
<td>4</td>
</tr>
<tr>
<td>HIM 111 CPT Procedural Coding System</td>
<td>2</td>
</tr>
<tr>
<td>HIM 115 Medical Office Pharmacology</td>
<td>1</td>
</tr>
<tr>
<td>CRC 120 Introduction to Medical Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>Physical/Health Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**THIRD SEMESTER: 18 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 235 Introduction to Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>HIM 204 Health Records in Alternate Care</td>
<td>3</td>
</tr>
<tr>
<td>HIM 205 Professional Practice Experience I**</td>
<td>4</td>
</tr>
<tr>
<td>HIM 208 Total Quality Management, Legal and Compliance Issues for the Health Information Management Practitioner</td>
<td>5</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>3</td>
</tr>
</tbody>
</table>

**FOURTH SEMESTER: 18 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIM 206 Professional Practice Experience II**</td>
<td>4</td>
</tr>
<tr>
<td>HIM 209 Management Supervision &amp; Personal Development in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>HIM 211 Health Care Reimbursement</td>
<td>3</td>
</tr>
<tr>
<td>HIM 213 Health Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES ELECTIVE (recommend SPT)</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 72**

* MTH 151 is recommended. MTH 160 for transfer.
** Enrollment in HIM 205 and HIM 206 is conditional upon satisfactory completion of the medical requirements and clearance from any existing health problem(s).
HEALTH STUDIES
A.S. DEGREE

The Health Studies program prepares students for transfer to a four-year college or university offering health-related degrees. The Health Studies program assists students interested in preparing for health careers including, but not limited to, community health education, school health education, substance abuse counseling, social work, health care administration, medical technology, nursing, recreation and leisure, or wellness promotion.

The program includes courses in liberal arts, biology, psychology, social science, humanities and mathematics. The core program requirements include introductory health education courses in drug use and abuse, chronic and communicable diseases, first aid and safety, as well as personal and emotional wellness.

Students planning to transfer into health education, counseling, health care administration, or other non-medical bachelor’s degree programs should take BIO 134 and 135. Students who plan to transfer into a medical-related bachelor’s degree program such as nursing or medical technology should take BIO 142 and 143. It is recommended that students who are undecided take BIO 142 and 143 to maximize transfer options. Students should meet regularly with their program advisor to make certain that their course selections meet the requirements of the four-year college and major to which they plan to transfer.

(Housed in the Health and Physical Education)

Distribution Requirements

<table>
<thead>
<tr>
<th>Humanities: 9 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPT 142 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>LITERATURE ELECTIVE*</td>
<td>3</td>
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<tr>
<td><strong>Total 9</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences: 12 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201 Developmental Psychology-Child OR PSY 202 Developmental Psychology-Adolescence OR PSY 212 Developmental Psychology-Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL SCIENCES ELECTIVES*</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total 12</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics &amp; Natural Sciences: 16-18 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 160 Statistics I OR MTH 165 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>BIO 117 Basic Consumer Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>BIO 134 Human Anatomy and Physiology I+ OR BIO 142 Human Anatomy+</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 135 Human Anatomy and Physiology II++ OR BIO 143 Human Physiology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 202 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total 16-18</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Health Science Courses: 15 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 118 Introduction to Safety and Emergency Care</td>
<td>3</td>
</tr>
<tr>
<td>HED 130 Foundations of Personal Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HED 207 Emotional Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HED 208 Chronic/Communicable Disease</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 15</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Electives: 9 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELECTIVES</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total 9</strong></td>
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</tr>
</tbody>
</table>

HEATING, VENTILATING, AIR CONDITIONING
A.A.S. DEGREE

See Air Conditioning Technology: Heating and Ventilation A.A.S. Degree
HEATING, VENTILATING, AIR CONDITIONING
CERTIFICATE PROGRAM

The Heating, Ventilating, Air Conditioning certificate program is designed for both
the student who is seeking an entry level position as a preventative maintenance
mechanic or installation/service technician, and those currently employed in the field
of heating, ventilating, and air conditioning or related areas.
(Housed in the Applied Technologies Department)

Distribution Requirements Credit Hours
REQUIRED COURSES: 32 Credit Hours
HVA 101 Basic Refrigeration Theory .................................................................3
HVA 102 Air Conditioning Theory ......................................................................3
HVA 103 Heating Systems ....................................................................................3
HVA 104 Commercial Air Conditioning and Heat Pumps ......................................3
HVA 105 Electric and Motor Controls ..................................................................3
HVA 106 HVAC Workplace Training ....................................................................3
HVA ELECTIVES (200 or higher) ........................................................................6
MTH 135 Introduction to Technical Mathematics ................................................4
PHY 100 Preparatory Physics ................................................................................4
TOTAL CREDITS 32

HONORS CERTIFICATE
CERTIFICATE PROGRAM

See ADVANCED STUDIES CERTIFICATE PROGRAM

HOSPITALITY MANAGEMENT
A.A.S. DEGREE

This program prepares students for a wide variety of career opportunities within
the hospitality industry. Such career choices include, but are not limited to, culinary
arts, food service administration, supermarket management, health care and nutrition,
hotel technology, golf management, and travel and tourism.

The curriculum emphasizes a broad base of industry skills such as technical
knowledge, communication and customer relations skills, and creative problem
solving. Cooperative Education provides work-based experience to expand students’
learning opportunities.

Graduates of the Hospitality Management program can begin their careers as
manager trainees or supervisors. With experience, they will qualify for such positions
as Restaurant Manager, Caterer, Sous Chef, Front Office Manager, Convention
Sales Representative, Meeting Planner, Tour Operator, Tourism Consultant, and Golf
Facilities Manager. Transfer and 2+2 programs are available in all areas.
(Housed in the Hospitality Department)

Distribution Requirements Credit Hours
HUMANITIES: 6 Credit Hours
ENG 101 College Composition OR ENG 200 Advanced Composition ...........3
ENG 105 Introduction to Literature OR ENG 250 Professional Communication OR
ENGLISH ELECTIVE* ......................................................................................3
Total 6
SOCIAL SCIENCE: 6 Credit Hours
SOCIAL SCIENCE ELECTIVES ........................................................................6
Total 6

NATURAL SCIENCES AND MATHEMATICS: 6-8 Credit Hours
MTH 104 Intermediate Algebra (or higher)** ....................................................3-4
NATURAL SCIENCE ELECTIVE ....................................................................3-4
Total 6-8

LIBERAL ARTS AND SCIENCES: 3 Credit Hours
LIBERAL ARTS AND SCIENCES ELECTIVE .......................................................3
Total 3

PROGRAM REQUIREMENTS: 42-45 Credit Hours
ACC 101 Accounting Principles I OR ACC 130 Introductory Accounting and Financial Analysis*** .................................................4
HSP 101 Introduction to the Hospitality Industry ................................................3
HSP 102 Hospitality Service .............................................................................4
HSP 201 Hospitality Human Resource Management .........................................3
CE 260 Cooperative Education-Hospitality Management ...................................4
CRC OR CIS ELECTIVE ..................................................................................3
PROGRAM OPTION (listed below) ..................................................................21-24
TOTAL CREDITS 42-45

HEALTH/PHYSICAL EDUCATION: 2 Credit Hours
HEALTH/PHYSICAL EDUCATION ELECTIVE ....................................................2
Total 2

TOTAL CREDITS 65-70

PROGRAM OPTIONS: 21-24 Credit Hours
TRAVEL OPTION: 21 Credit Hours
HSP 251 Hospitality Marketing .........................................................................3
TVL 101 Introduction to Travel and Tourism ....................................................3
TVL 131 Documentation in the Tourism Industry .............................................3
TVL 210 Introduction to Airline Reservations Systems: SABRE OR TVL 220 Introduction to Airline Reservations Systems: APOLO......3
TVL 231 Tourism Specialization .......................................................................3
TVL 275 Current Issues in Travel and Tourism ................................................3
ELECTIVE* ......................................................................................................3
FOOD SERVICE AND CULINARY ARTS OPTION: 23 Credit Hours
FSA 103 Culinary Arts I: Fundamentals of Food Preparation ................................5
FSA 106 Food Safety and Sanitation ...................................................................1
FSA 107 Menu Planning ...................................................................................3
FSA 117 Basic Consumer Nutrition .....................................................................3
FSA 203 Culinary Arts II: Advanced Food Preparation ......................................5
FSA 205 Purchasing, Storage and Handling .....................................................3
HSP ELECTIVE* ...............................................................................................3
HOTEL OPTION: 24 Credit Hours
FSA 103 Culinary Arts I: Fundamentals of Food Preparation ................................5
FSA 106 Food Safety and Sanitation ...................................................................1
HSP 202 Banquet and Event Planning ...............................................................3
HSP 211 Hospitality Law ...................................................................................3
HSP ELECTIVE* ...............................................................................................3
HTL 105 Hotel Operations ................................................................................3
HTL 206 Hotel Sales and Marketing .................................................................3
HTL 208 Food, Beverage and Labor Cost Controls ............................................3
GOLF MANAGEMENT OPTION: 21 Credit Hours
GLF 115 Introduction to Golf Management ......................................................3
GLF 118 Golf Shop Operation ............................................................................3
GLF 122 Golf Fundamentals and Methods .......................................................3
GLF 126 Golf Club Design, Fitting and Repair ...................................................3
GLF 130 Golf Course Maintenance .....................................................................3
GLF 136 Golf Shop Policies and Services .........................................................3
HSP ELECTIVE* ...............................................................................................3

* Recommended ENG 105 or ENG 250

www.mornecc.edu/go/academicprograms

Academic Programs 99
** MTH 130 or MTH 160 or MTH 165
*** Students taking ACC 101 OR ACC 130 must have MTH 130 OR MTH 098 or equivalent for a prerequisite.
****CE255/HSP/BUS/FOR LAN/SPT
***** CE 255/FSA/GLF/HSP/HTL/TVL

NOTE: The Hospitality Department offers the following certificate programs (listed alphabetically in the Catalog):
- Culinary Arts
- Food Management
- Hotel Management
- Travel and Tourism

All course requirements in these certificate programs lead into the Hospitality Management AAS Degree program (listed alphabetically).

### HOTEL MANAGEMENT CERTIFICATE PROGRAM

This program is designed for the student who is primarily interested in a travel and tourism concentration without the broad liberal arts background. A graduate of this program will have established a basis for a career in the travel and tourism industry, and will be qualified for at least entry-level positions in tour companies, travel agencies, tourism bureaus, cruise lines, car rental companies, and hotels. Cooperative Education provides work-based experience to expand students’ learning opportunities.

(Housed in the Hospitality Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER: 15 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>FSA 103 Culinary Arts I</td>
<td>5</td>
</tr>
<tr>
<td>FSA 106 Food Safety and Sanitation</td>
<td>1</td>
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<tr>
<td>HSP 211 Hospitality Law</td>
<td>3</td>
</tr>
<tr>
<td>HTL 206 Hotel Sales and Marketing</td>
<td>3</td>
</tr>
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<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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<tr>
<td><strong>SECOND SEMESTER: 16 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>HTL 105 Hotel Operations</td>
<td>3</td>
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<tr>
<td>HSP 102 Hospitality Service</td>
<td>4</td>
</tr>
<tr>
<td>HSP 201 Hospitality Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HSP 202 Banquet and Event Planning</td>
<td>3</td>
</tr>
<tr>
<td>COMPUTER RELATED CURRICULA/COMPUTER INFORMATION SYSTEMS ELECTIVE</td>
<td>3</td>
</tr>
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<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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<td><strong>SUMMER SEMESTER: 4 Credit Hours</strong></td>
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<tr>
<td>CE 260 Cooperative Education: Hospitality*</td>
<td>4</td>
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<td><strong>Total</strong></td>
<td><strong>4</strong></td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>35</strong></td>
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</tbody>
</table>

* Students can take the Cooperative Education course during a semester or during the summer.

### HUMAN SERVICES CERTIFICATE PROGRAM

The Certificate program in Human Services is designed for men and women who want to learn the skills and attitudes that are needed for employment and for upgrading in human service positions, but who do not want to undertake the supporting academic courses required for the college degree.

The Certificate is awarded to people who complete four seminar courses in Human Services and the Field Work that accompanies each of these seminars. Four semesters are required to complete the program.

Certificate holders may go on to earn the A.A.S. Degree in Human Services or the A.S. Degree in Liberal Arts and Science: General Studies by adding to their programs Liberal Arts courses appropriately distributed according to the requirements they are seeking.

Students must be qualified (by Accuplacer) to take ENG 101 in order to register for HUM 101 and HUM 111. There is an extended option for students taking Transitional Studies courses in reading/writing.

(Housed in the Human Services Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER: 6 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>HUM 101 Introduction to Human Services* AND HUM 111 Field Work In Human Services I*</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
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<tr>
<td><strong>SECOND SEMESTER: 6 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>HUM 102 Basic Helping Skills* AND HUM 112 Field Work in Human Services II*</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
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<tr>
<td><strong>THIRD SEMESTER: 6 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>HUM 201 Models of Helping* AND HUM 211 Field Work in Human Services III*</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER: 6 Credit Hours</strong></td>
<td></td>
</tr>
<tr>
<td>HUM 202 Human Service Systems* AND HUM 212 Field Work in Human Services IV*</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
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<tr>
<td><strong>TOTAL CREDITS 24</strong></td>
<td></td>
</tr>
</tbody>
</table>

* A minimum grade of C- or higher is required in all HUM courses to graduate from the program. HUM 106 and HUM 116 can be substituted for any other HUM course.
HUMAN SERVICES A.S. DEGREE

This program prepares students for employment in agencies, schools and centers that value paraprofessionals who bring to the job a combination of college coursework and human services field experience.

Human Services graduates assist professionals in all kinds of positions where people help people. These include community and social welfare agencies, mental health and social service agencies, community organizations, habilitation and rehabilitation agencies, day care centers and nursery schools, elementary and secondary schools, and geriatric services.

The A.A.S. program is flexible so that the students may choose the courses that are most appropriate to their interests and career goals.

Students must be qualified (by Accuplacer) to take ENG 101 in order to register for HUM 101 and HUM 111. There is an extended option for students taking Transitional Studies courses in reading/writing.

A minimum grade of C- or higher is required in all HUM courses to graduate from the program.

(Housed in the Human Services Department)

Distribution Requirements

HUMANITIES: 6 Credit Hours
ENG 101 College Composition OR ENG 200 Advanced Composition
HUMANITIES ELECTIVE
Total 6

SOCIAL SCIENCE: 21 Credit Hours
SOCIAL SCIENCE ELECTIVES**
Total 21

NATURAL SCIENCE AND MATHEMATICS: 6-7 Credit Hours
(Minimum of 3 hours in Mathematics and 3 hours in Natural Science required--must take MTH 104 or higher)...
Total 6-7

HUMAN SERVICES COURSES: 24 Credit Hours
HUM 101 Introduction to Human Services* AND
HUM 111 Field Work in Human Services I*
HUM 102 Basic Helping Skills* AND
HUM 112 Field Work in Human Services II*
HUM 201 Models of Helping* AND
HUM 211 Field Work in Human Services III*
HUM 202 Human Service Systems* AND
HUM 212 Field Work in Human Services IV*
Total 24

ELECTIVES: 6 Credit Hours
ELECTIVES
Total 6

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
Physical/Health Education
Total 2

TOTAL CREDITS 65-66

* A minimum grade of C- or higher is required in all HUM courses to graduate from the program. HUM 106 and HUM 116 can be substituted for any other HUM course.

** Recommended Courses: PSY 101, SOC 101

The Human Services A.S. degree program prepares students to transfer and earn a Baccalaureate degree in Social Work, Human Services, or a related area, by providing both professional and general education courses that parallel the first two years in a four-year institution. Students will explore the helping professions in the classroom and gain practical experience through internships at area agencies. 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.

(Housed in the Human Services Department)

Distribution Requirements

HUMANITIES: 9 Credit Hours
ENG 101 College Composition OR ENG 200 Advanced Composition
HUMANITIES ELECTIVE
LITERATURE ELECTIVE
Total 9

SOCIAL SCIENCE: 12 Credit Hours
PSY 101 Introductory Psychology
SOC 101 Introductory Sociology
SOCIAL SCIENCE ELECTIVES*
Total 6

NATURAL SCIENCE AND MATHEMATICS: 10-11 Credit Hours
MTH 160 Statistics
BIO 132 Lab to Accompany Human Machine
BIO 133 The Human Machine
MATH/NATURAL SCIENCE ELECTIVE
Total 10-11

HUMAN SERVICES COURSES: 24 Credit Hours
HUM 101 Introduction to Human Services**
HUM 111 Field Work in Human Services II**
HUM 102 Basic Helping Skills**
HUM 112 Field Work in Human Services III**
HUM 201 Models of Helping**
HUM 211 Field Work in Human Services IV**
HUM 202 Human Service Systems**
HUM 212 Field Work in Human Services V**
Total 24

ELECTIVES: 6 Credit Hours*
ELECTIVES
Total 6

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
Physical/Health Education
Total 2

TOTAL CREDITS 63-64

* For transfer to SUNY College, choose courses approved as meeting SUNY General Education Requirements.
** Program requirements are a passing grade of C- or higher.

NOTE: HUM 106 and HUM 116 may be taken in place of any Human Services courses except HUM 101 and HUM 111.
### HUMAN SERVICES ADVISEMENT SEQUENCE

**A.S. DEGREE**

See Liberal Arts and Sciences Program - General Studies Transfer Opportunities

### INFORMATION TECHNOLOGY

**A.S. DEGREE**

This program has been designed to give the student a solid foundation in information technology to foster success in obtaining a four-year degree. The student will gain a background in networking, programming, database design, and web site design. This degree program also provides a solid math background required to develop problem solving skills.

(Housed in the Office and Computer Programs Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER: 15 Credit Hours</strong></td>
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</tr>
<tr>
<td>CPT 115 Introduction to Networks</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
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<tr>
<td>HUMANITIES ELECTIVE</td>
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<tr>
<td>MTH 172 Technical Discrete Mathematics</td>
<td>3</td>
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<td>SOCIAL SCIENCE ELECTIVE</td>
<td>3</td>
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**SECOND SEMESTER: 16-18 Credit Hours**

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
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<tbody>
<tr>
<td>BUSINESS ELECTIVE***</td>
<td>3-4</td>
</tr>
<tr>
<td>NATURAL SCIENCE ELECTIVE****</td>
<td>3-4</td>
</tr>
<tr>
<td>CPT 215 Data Communications and Networking</td>
<td>4</td>
</tr>
<tr>
<td>MTH 160 Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 16-18</strong></td>
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</tbody>
</table>

**THIRD SEMESTER: 16-17 Credit Hours**

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 201 Web Site Programming and Design</td>
<td>3</td>
</tr>
<tr>
<td>CIS 203 Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY ELECTIVE SEQUENCE**</td>
<td>3-4</td>
</tr>
<tr>
<td>LIBERAL ARTS ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>Physical/Health Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total 16-17</strong></td>
<td></td>
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**FOURTH SEMESTER: 16-19 Credit Hours**

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 211 Applied Database Concepts</td>
<td>3</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY ELECTIVE SEQUENCE*</td>
<td>3-4</td>
</tr>
<tr>
<td>COMPUTER INFORMATION SYSTEMS OR MATHEMATICS ELECTIVE**</td>
<td>3-4</td>
</tr>
<tr>
<td>LITERATURE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>NATURAL SCIENCE ELECTIVE****</td>
<td>3-4</td>
</tr>
<tr>
<td>Physical/Health Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total 16-19</strong></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 63-69**

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* Information Technology Sequences: (CIS 110 and CIS 208) OR (CIS 225 and CSC 208)

*** C/S/MTH Elective: CIS 121, CIS 225; CSC 214, CSC 215; MTH 175 or higher

**** Business Elective: ACC 101, BUS 104-135, ECO 111, ECO 112, MAR 200

*** Natural Science Elective: Any laboratory science

NOTE: See SUNY General Education requirements for students transferring to a four-year SUNY school.

---

### INTERIOR DESIGN

**CERITIFICATE PROGRAM**

The Interior Design Certificate is designed to provide the basic skills and knowledge required to enter the interior design field as a design assistant. It also provides those working in the retail sector a deeper insight into other aspects of the field while attaining the skills necessary to enter other areas of interior design.

(Housed in the Visual and Performing Arts Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDE 101 Introduction to Interior Design I</td>
<td>3</td>
</tr>
<tr>
<td>IDE 102 Introduction to Interior Design II</td>
<td>3</td>
</tr>
<tr>
<td>IDE 121 Interior Design Communication I</td>
<td>4</td>
</tr>
<tr>
<td>IDE 122 Interior Design Communication II</td>
<td>4</td>
</tr>
<tr>
<td>IDE 207 19th and 20th Century Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 104 Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ART 109 Two Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>MTH 150 Survey of Mathematics (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>IDE 160 CAD for Interiors</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS 30</strong></td>
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</tr>
</tbody>
</table>

### INTERIOR DESIGN

**A.A.S. DEGREE**

The Interior Design program combines a study of the creative process with the practical requirements of materials, space planning, and building codes. Emphasis is placed upon using a variety of tools, including drawings and computer processes, to explore and communicate the solutions to design problems. Projects addressing both residential and commercial needs are incorporated in the program to provide a broad understanding of the field of interior design.

Admission and continuation in the interior design program is conditional upon completion of the following requirements:

A) A grade of C or better in High School Geometry or Math A exam.

B) Completion of required ESOL or Transitional Studies courses.

In addition, an understanding of the use of computers is expected. Those students who do not have such knowledge are encouraged to complete COM104- Introduction to Graphic Production prior to enrolling in IDE160- CAD for Interiors.

(Housed in: Visual and Performing Arts Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDE 101 Introduction to Interior Design I</td>
<td>3</td>
</tr>
<tr>
<td>IDE 121 Interior Design Communication I</td>
<td>4</td>
</tr>
<tr>
<td>ART 104 Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>ART 109 Two Dimensional Design</td>
<td>3</td>
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<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
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<td><strong>TOTAL CREDITS 17</strong></td>
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**SECOND SEMESTER: 17 Credit Hours**

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>IDE 102 Introduction to Interior Design II</td>
<td>3</td>
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<tr>
<td>IDE 122 Interior Design Communication II</td>
<td>4</td>
</tr>
<tr>
<td>IDE 160 CAD for Interiors</td>
<td>3</td>
</tr>
<tr>
<td>ART 118 Perspectives of Art History I: Ancient</td>
<td>3</td>
</tr>
<tr>
<td>MTH 150 Survey of Mathematics (or higher)</td>
<td>3</td>
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<tr>
<td>Physical/Health Education</td>
<td>2</td>
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<td><strong>Total 18</strong></td>
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</table>
### Third Semester: 17-18 Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>IDE 201</td>
<td>Interior Design III</td>
<td>3</td>
</tr>
<tr>
<td>IDE 207</td>
<td>19th and 20th Century Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>IDE 260</td>
<td>CAD for Interiors II</td>
<td>3</td>
</tr>
<tr>
<td>ART 125</td>
<td>Three Dimensional Design</td>
<td>4</td>
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<tr>
<td>PROGRAM ELECTIVE**</td>
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**Total 16-17**

### Fourth Semester: 16-18 Credit Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDE 203</td>
<td>Interior Design IV</td>
<td>3</td>
</tr>
<tr>
<td>ART 119</td>
<td>Perspectives of Art History II: Modern</td>
<td>3</td>
</tr>
<tr>
<td>PROGRAM ELECTIVES**</td>
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<tr>
<td>NATURAL SCIENCE ELECTIVE</td>
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<td>3</td>
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</table>

**Total 16-17**

**Total Credits 67-69**

**Program Electives (complete one sequence):**

**For transfer:**
- ART 130 Sculpture I .................................................. 4
- ART 154 Drawing the Human Figure ................................. 4

**For professional study:**
- SPT 142 Public Speaking ............................................... 3
- CE 263 Cooperative Education Interior Design ................ 4
- FPT 107 Introduction to the NYS Building Codes .............. 3

### Law Enforcement Certificate Program

This certificate program in law enforcement develops the knowledge, skills, and abilities in the law, the process of the criminal justice system, the scientific method of criminal investigation, applied psychology, report writing, interpersonal communication skills, human interaction techniques, and career specific physical and judgmental skills necessary for law enforcement agents operating in a free society. Enrollment is limited to recruit officers employed or sponsored by law enforcement agencies attending the New York State Basic Course for Police offered at the Public Safety Training Center.

(Housed in Public Safety Training Center)

**Distribution Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLE 101</td>
<td>Fundamentals of Policing</td>
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</tr>
<tr>
<td>PLE 102</td>
<td>Police Proficiencies and Procedures</td>
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<tr>
<td>PLE 103</td>
<td>The Community and Policing: Serving Special Populations</td>
<td>13</td>
</tr>
<tr>
<td>PLE 104</td>
<td>Practicum in Policing I OR</td>
<td>9</td>
</tr>
<tr>
<td>PEC 100</td>
<td>Fitness Theory and Conditioning for the Professions</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Total Credits 47-55**

**Note:** MCC has developed two courses to respond to field-based training: a one-credit option (PLE 104) and a nine-credit option (PLE 204). Students must meet with their faculty advisor to select the correct course to meet the field training hours required by their employers.

**Note:** An articulation agreement exists with the Department of Law and Criminal Justice in which the certificate program courses are awarded credit in the A.A.S.-Criminal Justice/Police Science and the A.S.-Criminal Justice degrees upon matriculation. In some cases this credit is contingent upon successful completion of capping courses.
### LIBERAL ARTS AND SCIENCES--GENERAL STUDIES

**A. S. DEGREE**

This program is designed for students seeking a large measure of flexibility in selecting courses consistent with their individual needs and interests while simultaneously acquiring a general education foundation in the liberal arts and sciences. A minimum of 32 credit hours of course work must be taken in the arts/humanities, the social sciences, the natural sciences, and mathematics with a reasonable distribution.

Students uncertain about their long-term educational and career plans will find that the General Studies program provides a valuable opportunity to explore and test their interests. Other students with special educational goals relating to either immediate employment upon graduation or further study toward a baccalaureate degree should consider this program to meet their needs.

Students intending to use the General Studies program as a basis for baccalaureate study and transfer should make certain that their course selections meet the requirements of the colleges to which they plan to transfer.

#### Distribution Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>HUMANITIES:</strong> 9 Credit Hours</td>
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</tr>
<tr>
<td>ENG 101 College Composition <strong>OR</strong></td>
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</tr>
<tr>
<td>ENG 200 Advanced Composition</td>
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</tr>
<tr>
<td>LITERATURE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE:</strong> 12 Credit Hours</td>
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</tr>
<tr>
<td>ANY FOUR SOCIAL SCIENCE COURSES</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>NATURAL SCIENCE AND MATHEMATICS:</strong> 11 Credit Hours (minimum)</td>
<td></td>
</tr>
<tr>
<td>ONE MATHEMATICS COURSE (MTH 150 or higher)</td>
<td>3-4</td>
</tr>
<tr>
<td>TWO NATURAL SCIENCE COURSES</td>
<td>6-8</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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<tr>
<td><strong>ELECTIVES:</strong> 28-29 Credit Hours</td>
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<tr>
<td>ELECTIVES</td>
<td>28-29</td>
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<tr>
<td><strong>PHYSICAL/HEALTH EDUCATION:</strong> 2 Credit Hours</td>
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<td>Physical/Health Education</td>
<td>2</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

**Total Minimum Credits 62**

### LIBERAL ARTS AND SCIENCES--HUMANITIES AND SOCIAL SCIENCE

**A. A. DEGREE**

This degree will provide the ten SUNY General Education Knowledge and Skills areas desirable for transferring to a SUNY four-year college or university for a liberal arts major.

This degree should interest students planning to transfer to a four-year college or university offering a Bachelor of Arts or Bachelor of Sciences degree in disciplines that traditionally are part of the Humanities or Social Sciences: English, Philosophy, Anthropology, History, Political Sciences, Sociology, and Psychology.

(Housed in the Liberal Arts Division)

#### Distribution Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUMANITIES:</strong> 18 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>ENG 101 College Composition <strong>OR</strong></td>
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</tr>
<tr>
<td>ENG 200 Advanced Composition</td>
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<tr>
<td>FOREIGN LANGUAGE ELECTIVES</td>
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<tr>
<td><strong>SOCIAL SCIENCES:</strong> 12 Credit Hours</td>
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<tr>
<td>SUNY GENERAL EDUCATION SOCIAL SCIENCE ELECTIVE</td>
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<td>SUNY GENERAL EDUCATION AMERICAN HISTORY ELECTIVE</td>
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<td>SUNY GENERAL EDUCATION WESTERN CIVILIZATION ELECTIVE</td>
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<tr>
<td>SUNY GENERAL EDUCATION OTHER WORLD CIVILIZATIONS ELECTIVE</td>
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<tr>
<td><strong>MATHEMATICS AND NATURAL SCIENCES:</strong> 9-12 Credit Hours</td>
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<tr>
<td>SUNY GENERAL EDUCATION MATHEMATICS ELECTIVE: MTH 150 or higher*</td>
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<tr>
<td>SUNY GENERAL EDUCATION NATURAL SCIENCES ELECTIVE</td>
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<td>MATHEMATICS OR NATURAL SCIENCES ELECTIVE</td>
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<td><strong>REQUIRED ELECTIVES:</strong> 9 Credit Hours</td>
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<td><strong>GENERAL ELECTIVES:</strong> 12 Credit Hours</td>
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<tr>
<td><strong>PHYSICAL/HEALTH EDUCATION:</strong> 2 Credit Hours</td>
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<td><strong>Total:</strong></td>
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</tbody>
</table>

**Total Credits 62-65**

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* Course chosen to meet Mathematics requirement should be with guidance from a faculty advisor. MTH 150 might not fulfill the mathematics requirements of your transfer institution for students pursuing a major in a Social Science discipline such as Psychology, Sociology, Anthropology or Political Science. These students are strongly recommended to take MTH 160 or higher depending on the requirement of the academic program at the transfer institution.
LIBERAL ARTS AND SCIENCES--SCIENCE
A.S. DEGREE

The courses in Natural Science provide the first two years of preparation for students who plan to transfer and earn the baccalaureate degree in biology, chemistry, environmental science, geosciences, physics or other career areas such as medicine or pharmacy, for which a good science preparation is needed. This degree requires a minimum of 32 credits in Natural Science and Mathematics with a reasonable distribution of courses in Humanities and Social Science. The various advisement sequences within this program identify courses of study that facilitate transfer to upper division colleges and universities. Students are expected to consult regularly with faculty advisors in their area of study and also be aware of the course requirements of the college to which they plan to transfer.

Recommended Preparation: At least three years each of high school science and mathematics; specifically, algebra, geometry, intermediate algebra, trigonometry and chemistry. Students not meeting these requirements may need more than two years to complete this degree.

Distribution Requirements

HUMANITIES: 9 Credit Hours
ENG 101 College Composition OR
ENG 200 Advanced Composition ................................................................. 3
LITERATURE ELECTIVE ................................................................................ 3
HUMANITIES ELECTIVE .............................................................................. 3
Total 9

NATURAL SCIENCE AND MATHEMATICS: 32 Credit Hours
Two Mathematics courses (MTH 210 or higher) ........................................... 8
Natural Sciences .......................................................................................... 24
Students must complete course sequences in at least two different basic science departments including a four-semester sequence through the 200-level in one department and at least a two-semester sequence in a second department. The following sequences are acceptable:

-BIO 105, 156, AND two from the following: BIO 209, 260, 265, 266
-CHE 151, 152, 251, AND 252
-GEO 101, 102, 201, AND 203 OR 204
-PHY 161, 261, AND 262, and one of the following: ENR 251 or ENR 253 or ENR 258 or ENR 261
-PHY 145 and 146 may also be used to satisfy the requirement of a two-semester sequence in a second department but not as part of a four-semester sequence in physics.................................................................
Total 32

SOCIAL SCIENCE: 12 Credit Hours
ANY FOUR SOCIAL SCIENCE COURSES ............................................... 12
Total 12

ELECTIVES: 9 Credit Hours
ELECTIVES .................................................................................................. 9
Total 9

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
Physical/Health Education ........................................................................... 2
Total 2

TOTAL CREDITS 64

LIBERAL ARTS AND SCIENCES-EDUCATION
A.A. DEGREE

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

General Education Core: complete SUNY-GER plus an additional three credits of Foreign Language (33 credit hours); See the specific Major/Concentration information for details regarding how the general education core is met for a specific discipline.

Major or Concentration: at present the TETT project web site covers coursework in seven majors/concentrations for Adolescence Education - Biology, Chemistry, Earth Science, English, History/Social Studies, Mathematics, Physics. The Early Childhood and Childhood Education (Teacher Education Transfer) programs at Monroe Community College offers concentrations in English, General Science, History/Social Studies, and Mathematics;

Pedagogical Core: one Psychology course (Child or Adolescent) and Foundations of Education (7 credit hours).

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

In the following pages, the three Teacher Education Transfer degree programs offered by Monroe Community College are detailed. Students matriculated in any of these programs are reminded that specific courses should be selected in close consultation with an advisor and based on the requirements of the student’s target baccalaureate institution.

www.monroecc.edu/go/academicprograms
LIBERAL ARTS AND SCIENCES: ADOLESCENCE EDUCATION (TEACHER EDUCATION TRANSFER)  
A.A. DEGREE

This program is designed to support and encourage progress toward a baccalaureate degree and NYS teacher certification for students interested in pursuing teaching as a career. The Liberal Arts and Sciences: Adolescence Education (Teacher Education Transfer) degree is specifically for students interested in teaching grade levels 7 through 12. Preparing to become a teacher is an exciting and challenging endeavor. This course of study provides students with the opportunity to experience the basic fundamentals of teaching in the classroom, while studying various integral aspects of the profession. The course of study also provides students with a balance of coursework between completing Education classes, General Education requirements, and pursuing courses within the students’ selected academic major.

MCC students also have the opportunity to apply for membership into Pi Lambda Theta, the International Honor Society and Professional Association in Education. MCC is the first community college in the nation invited to join this honor society. (Housed in the Education Department)

### Distribution Requirements

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>ENG 101 College Composition OR ENG 200 Advanced Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 100 Introduction to the Teaching Profession OR PSY 101 Introductory Psychology</td>
</tr>
<tr>
<td></td>
<td>MAJOR/CONCENTRATION ELECTIVE OR MTH 150 Survey of Mathematics or higher</td>
</tr>
<tr>
<td></td>
<td>FOREIGN LANGUAGE ELECTIVE OR SOCIAL SCIENCE ELECTIVE OR SUNY GENERAL EDUCATION-WESTERN CIVILIZATION</td>
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</table>

**Total 16-17**

### Second Semester: 18 Credit Hours

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>EDU 200 Foundations of Education OR PSY 202 Developmental Psychology-Adolescence</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MAJOR/CONCENTRATION ELECTIVE OR LITERATURE ELECTIVE OR SOCIAL SCIENCE ELECTIVE OR FOREIGN LANGUAGE ELECTIVE</td>
</tr>
<tr>
<td></td>
<td>FOREIGN LANGUAGE ELECTIVE OR SOCIAL SCIENCE ELECTIVE OR SUNY GENERAL EDUCATION</td>
</tr>
</tbody>
</table>

**Total 18**

### Third Semester: 15-16 Credit Hours

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>EDU 208 Guided Fieldwork in Education OR HUMANITIES ELECTIVE OR SUNY GENERAL EDUCATION - THE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOCIAL SCIENCE ELECTIVE OR SUNY GENERAL EDUCATION-AMERICAN HISTORY</td>
</tr>
<tr>
<td></td>
<td>MAJOR/CONCENTRATION ELECTIVE OR NATURAL SCIENCE ELECTIVE</td>
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</tbody>
</table>

**Total 15-16**

### Fourth Semester: 14-16 Credit Hours

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>LIBERAL ARTS AND SCIENCES ELECTIVE OR MAJOR/CONCENTRATION ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOCIAL SCIENCE ELECTIVE OR SUNY GENERAL EDUCATION-OTHER WORLD CIVILIZATION</td>
</tr>
<tr>
<td></td>
<td>Physical/Health Education OR NATURAL SCIENCE ELECTIVE</td>
</tr>
</tbody>
</table>

**Total 14-16**

**TOTAL CREDITS 63-67+++

NOTE: For transfer to a SUNY College, check courses approved as meeting SUNY General Education Requirements.

Courses advised for transfer (see appropriate 2+2 audit sheet):
* For transfer to a SUNY college: SUNY General Education-Arts
* For transfer to a SUNY college: SUNY General Education-American History, Western Civilization, Other World Civilizations(except PHL 108 and PHL 109)
* For transfer to a private college: Specific General Education Requirements
** MTH 150 is not an appropriate mathematics course for students pursuing teacher certification in the mathematics/science/technology field. Students should consult with an advisor for selection of proper mathematics placement and subsequent coursework.
*** Minimum of one lab science
+ PSY 261 Psychology of Learning and Behavior Disorders is strongly recommended for transfer
++ HED 130 Foundations of Personal Health and Wellness is strongly recommended for transfer
+++ Through careful advisement, students may be able to complete as much as 18 credit hours in some concentrations/majors prior to transfer.
++++ Courses selected within one academic area (concentration/major) chosen with an advisor, based upon transfer school requirements. Some of the required credits may fulfill other degree requirements.

LIBERAL ARTS AND SCIENCES: CHILDHOOD EDUCATION (TEACHER EDUCATION TRANSFER)  
A.A. DEGREE

This program is designed to support and encourage progress toward a baccalaureate degree and NYS teacher certification for students interested in pursuing teaching as a career. The Liberal Arts and Sciences: Childhood Education (Teacher Education Transfer) degree is specifically for students interested in teaching grade levels 1-6. Preparing to become a teacher is an exciting and challenging endeavor. This course of study provides students with the opportunity to experience the basic fundamentals of teaching in the classroom, while studying various integral aspects of the profession. The course of study also provides students with a balance of coursework between completing Education classes, General Education requirements, and pursuing courses within the students’ selected academic major.

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### Distribution Requirements

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<tr>
<th>Credit Hours</th>
<th>ENG 101 College Composition OR ENG 200 Advanced Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 100 Introduction to the Teaching Profession OR PSY 101 Introductory Psychology</td>
</tr>
<tr>
<td></td>
<td>MAJOR/CONCENTRATION ELECTIVE OR MTH 155 Mathematics for Elementary Teachers I</td>
</tr>
<tr>
<td></td>
<td>FOREIGN LANGUAGE ELECTIVE OR SOCIAL SCIENCE ELECTIVE OR SUNY GENERAL EDUCATION-OTHER WORLD CIVILIZATION</td>
</tr>
</tbody>
</table>

**Total 16-18**

### First Semester: 16-18 Credit Hours

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>EDU 200 Foundations of Education OR PSY 202 Developmental Psychology-Adolescence</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MAJOR/CONCENTRATION ELECTIVE OR LITERATURE ELECTIVE OR SOCIAL SCIENCE ELECTIVE OR FOREIGN LANGUAGE ELECTIVE</td>
</tr>
<tr>
<td></td>
<td>HUMANITIES ELECTIVE OR SUNY GENERAL EDUCATION - THE ARTS</td>
</tr>
<tr>
<td></td>
<td>SOCIAL SCIENCE ELECTIVE OR SUNY GENERAL EDUCATION-AMERICAN HISTORY</td>
</tr>
<tr>
<td></td>
<td>MAJOR/CONCENTRATION ELECTIVE OR NATURAL SCIENCE ELECTIVE</td>
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**Total 17-18**

### Second Semester: 15-17 Credit Hours

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>EDU 208 Guided Fieldwork in Education OR HUMANITIES ELECTIVE OR SUNY GENERAL EDUCATION - THE ARTS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SOCIAL SCIENCE ELECTIVE OR SUNY GENERAL EDUCATION-AMERICAN HISTORY</td>
</tr>
<tr>
<td></td>
<td>MAJOR/CONCENTRATION ELECTIVE OR NATURAL SCIENCE ELECTIVE</td>
</tr>
</tbody>
</table>

**Total 15-17**

www.monroecce.edu/go/academicprograms
COURSES SELECTED WITHIN ONE ACADEMIC AREA (CONCENTRATION/MAJOR) CHOOSEN WITH AN ADVISOR, BASED UPON TRANSFER SCHOOL REQUIREMENTS. SOME OF THE REQUIRED CREDITS MAY FULFILL OTHER DEGREE REQUIREMENTS.

Note: For transfer to a SUNY college, check courses approved as meeting SUNY General Education Requirements.

Courses advised for transfer (see appropriate 2+2 audit sheet):

ENG 215 Children's Literature or other literature course
** For transfer to a SUNY college: SUNY General Education-Arts
*** For transfer to a SUNY college: SUNY General Education-Western Civilization, Other World Civilizations (except PHI 108 and PHI 109)
For transfer to a private college: Cognates and Specific General Education Requirements, i.e., American History (HIS 111/112), American National Government (POS 120), Introduction to Economics (ECO 101)
**** SCI 131 Integrated Science for Future Teachers I - The Physical World and SCI 132 Integrated Science for Future Teachers II - The Living World recommended
+ PSY 261 Psychology of Learning and Behavior Disorders is strongly recommended for transfer
++ HED 116 Issues in Child Development and Health is strongly recommended for transfer
+++ Through careful advisement, students may be able to complete as much as 18 credit hours in some concentrations/majors prior to transfer.
++++ Courses selected within one academic area (concentration/major) chosen with an advisor, based upon transfer school requirements. Some of the required credits may fulfill other degree requirements.

<table>
<thead>
<tr>
<th>LIBERAL ARTS AND SCIENCES: EARLY CHILDHOOD EDUCATION (TEACHER EDUCATION TRANSFER)</th>
<th>A.A. DEGREE</th>
</tr>
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</table>
| This program is designed to support and encourage progress toward a baccalaureate degree and NYS teacher certification for students interested in pursuing teaching as a career. The Liberal Arts and Sciences: Early Childhood Education (Teacher Education Transfer) degree is specifically for students interested in teaching grades Birth through Second Grade (0-2).
Preparing to become a teacher is an exciting and challenging endeavor. This course of study provides students with the opportunity to experience the basic fundamentals of teaching in the classroom, while studying various integral aspects of the profession. The course of study also provides students with a balance of coursework between completing Education classes, General Education requirements, and pursuing courses within the students' selected academic major.
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<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>FIRST SEMESTER: 16-18 Credit Hours</td>
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</tr>
<tr>
<td>ENG 101 College Composition **</td>
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<tr>
<td>ENG 200 Advanced Composition **</td>
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<tr>
<td>EDU 100 Introduction to the Teaching Profession **</td>
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<tr>
<td>PSY 101 Introductory Psychology **</td>
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<td>MAJOR/CONCENTRATION ELECTIVE+++</td>
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<tr>
<td>MTH 155 Mathematics for Elementary Teachers I **</td>
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<td>NATURAL SCIENCE ELECTIVE****</td>
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<tr>
<td>SECOND SEMESTER: 15-17 Credit Hours</td>
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<td>EDU 200 Foundations of Education **</td>
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<td>PSY 201 Developmental Psychology - Child **</td>
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<td>NATURAL SCIENCE ELECTIVE****</td>
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<td>MTH 156 Mathematics for Elementary Teachers II **</td>
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<td>THIRD SEMESTER: 16-18 Credit Hours</td>
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<td>EDU 208 Guided Fieldwork in Education **</td>
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<td>HUMANITIES ELECTIVE OR</td>
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<td>SUNY GENERAL EDUCATION - THE ARTS**</td>
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<tr>
<td>HIS 111 History of the United States to 1865 OR **</td>
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<td>HIS 112 History of the United States Since 1865 OR **</td>
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<td>SOCIAL SCIENCE ELECTIVE OR</td>
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<td>SUNY GENERAL EDUCATION-OTHER WORLD CIVILIZATION***</td>
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<td>Total 16-18</td>
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<td>FOURTH SEMESTER: 15 Credit Hours</td>
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<td>SOCIAL SCIENCE ELECTIVE OR</td>
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<tr>
<td>SUNY GENERAL EDUCATION-WESTERN CIVILIZATION***</td>
<td>3</td>
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<tr>
<td>LITERATURE ELECTIVE*</td>
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<td>FOREIGN LANGUAGE ELECTIVE</td>
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<tr>
<td>SOCIAL SCIENCE ELECTIVE OR</td>
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</tr>
<tr>
<td>SUNY GENERAL EDUCATION-OTHER CIVILIZATION***</td>
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<tr>
<td>Total 15</td>
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</tbody>
</table>

TOTAL CREDITS 62-68+++
NOTE: For transfer to a SUNY College, check courses approved as meeting SUNY General Education Requirements.

Courses advised for transfer (see appropriate 2+2 audit sheet):
* ENG 215 Children’s Literature or other literature course
** For transfer to a SUNY college: SUNY General Education-Arts
   For transfer to a private college: Humanities Course
*** For transfer to a SUNY college: SUNY General Education-Western Civilization, Other World Civilizations (except PHL 108 and PHL 109)
   For transfer to a private college: Cognates and Specific General Education Requirements, i.e., American History (HIS 111/112), American National Government (POLS 120), Introduction to Economics (ECO 101)
**** SCI 131 Integrated Science for Future Teachers I - The Physical World and SCI 132 Integrated Science for Future Teachers II - The Living World recommended
   ** PSY 261 Psychology of Learning and Behavior Disorders is strongly recommended for transfer
   ++ HED 116 Issues in Child Development and Health is strongly recommended for transfer
   +++ Through careful advisement, students may be able to complete as much as 18 credit hours in some concentrations/majors prior to transfer.
   ++++Courses selected within one academic area (concentration/major) chosen with an advisor, based upon transfer school requirements. Some of the required credits may fulfill other degree requirements.
The Liberal Arts and Sciences A.S. degree requirements for General Studies provide opportunities for students to explore career options and to select courses to facilitate their transfer to four-year colleges. Students should discuss their plans with faculty advisors. Faculty members can assist students in selecting courses that meet the requirements of the college to which the student intends to transfer. Although students may select courses in different subject areas, they will receive the Liberal Arts and Sciences A.S. degree in General Studies diploma.

By appropriate course selection in consultation with a faculty advisor, students pursuing the Liberal Arts and Sciences degree program may prepare for transfer to upper division study in the subject areas listed below.

**AFRICAN-AMERICAN STUDIES:** The African-American Studies program embraces the importance of diversity and is designed to provide students with a broad-based interdisciplinary education, enabling the participants to explore and integrate knowledge related to African-American studies for eventual transfer and/or for future organizational leadership roles. It strives to provide fresh ideas, new perspectives and possible solutions to historical and contemporary African-American issues. The program will appeal to anyone who wants to understand the historical and contemporary injustices of racial oppression as well as those who desire to introduce the importance of diversity in our world. Students should consult with faculty in the Department of Anthropology, History, Political Science, and Sociology (292-3260, Rm. 5-322).

**AMERICAN HISTORY:** Students who plan to transfer and earn a Bachelor Degree with a major in American history should consult with faculty in the Anthropology/History/Political Science/Sociology Department (292-3260, Rm. 5-322).

**CHILD CARE PRACTITIONER:** Students who plan to transfer and earn a Bachelor Degree in center or home-based child care should consult with the faculty in the Education Department (262-1460). Students intending to use this program for transfer should make certain that their course selections meet the requirements of the colleges to which they plan to transfer. Students planning to transfer to a SUNY college or university must also fulfill the SUNY General Education requirements.

**GLOBAL HISTORY:** Students who plan to transfer and earn a Bachelor Degree with a major in history with emphasis placed on European and Asian studies should consult with faculty in the Anthropology/History/Political Science/Sociology Department (292-3260, Rm. 5-322).

**LANDSCAPE ARCHITECTURE:** Students who plan to transfer to the School of Landscape and Architecture at the SUNY College of Environmental Science and Forestry at Syracuse, New York, may select liberal arts and science courses developed in cooperation with the College of Environmental Science and Forestry, and are accepted by that College, will transfer with full junior status. Students should consult with faculty in the Biology Department (292-2920, Rm. 8-228). Students interested in this opportunity should successfully complete high school biology with a grade of C or higher, and three years of mathematics through trigonometry.

**NUTRITION:** Students who plan to transfer and earn the baccalaureate degree in Nutrition/Dietetics should consult with faculty in the Hospitality Management office (292-2579). The advisement sequence in this program identifies a course of study that will facilitate transfer to upper division colleges and universities. Students are expected to consult regularly with faculty advisors and also be aware of the course requirements of the college to which they plan to transfer.

**POLITICAL SCIENCE:** Students who plan to transfer and earn a Bachelor Degree in the field of political science or related major such as international relations, or foreign service, should consult with faculty in the Anthropology/History/Political Science/Sociology Department (292-3260, Rm. 5-322).

**PRE-CHIROPRACTIC:** This program was designed in conjunction with the New York Chiropractic College in Seneca Falls and meets all eligibility requirements for future admission to NYCC. To be considered for admission to NYCC, a student must first complete 90 hours at MCC while maintaining a GPA of 3.25 in all science courses. During a student’s first year at MCC, they must submit a letter of intent to NYCC identifying their desired date of entrance. They should also consult with the MCC Biology Department (292-2029, Rm. 8-228). Students who successfully complete all program requirements are guaranteed admission to NYCC for the entrance date of their choice.

**SOCIAL AND BEHAVIORAL SCIENCE:** Students who plan to transfer and earn a Bachelor Degree with a major in anthropology, psychology, or sociology should consult with faculty in the Psychology Department (292-3334, Rm. 5-414), or the Anthropology/History/Political Science/Sociology Department (292-3260, Rm. 5-322).
The Liberal Arts and Sciences A.S. degree requirements for Science provide opportunities for students to explore career options and to select courses to facilitate their transfer to a four-year college. Students should discuss their plans with faculty advisors. Faculty members can assist students in selecting courses that meet the requirements of the college to which the student intends to transfer. Although students may select courses in different subject areas, they will receive the Liberal Arts and Sciences A.S. degree in Science diploma.

By appropriate course selection in consultation with a faculty advisor, students pursuing the Liberal Arts and Sciences degree may prepare for transfer to upper division study in the subject areas listed below.

**BIOLOGY:** Students who plan to transfer and earn the baccalaureate degree with a major in biology in preparation for careers in medicine, dentistry, veterinary medicine or education should consult with faculty in the Biology Department (292-2029, Rm. 8-228). Students interested in these opportunities and who also plan to complete the associate degree in two years should successfully complete three years of high school mathematics through trigonometry and one year of chemistry. A fourth year of mathematics is strongly recommended.

**CHEMISTRY:** Students who plan to transfer and earn a baccalaureate degree with a major in chemistry in preparation for a career in pharmacy, education, or chemical research should consult with faculty in the Chemistry/Geosciences Department (292-2425, Rm. 8-212). Students interested in these opportunities and who plan to complete the associate degree in two years should successfully complete three years of high school mathematics through trigonometry and have above average performance in high school chemistry. A fourth year of mathematics is strongly recommended.

**ENVIRONMENTAL SCIENCE:** Students who plan to transfer and earn a baccalaureate degree in either environmental science or in a traditional science with an environmental science emphasis should consult with faculty in the Biology Department (292-2029, Rm. 8-228). Students interested in these opportunities and who plan to complete the associate degree in two years should successfully complete three years of high school mathematics and two years of science. Three years of science including chemistry are strongly recommended.

**GEOSCIENCES:** Students who plan to transfer and earn a baccalaureate degree with a major in geology in preparation for careers in the petroleum and mining industries, conservation or science education should consult with faculty in the Chemistry/Geosciences Department (292-2425, Rm. 8-212). Students interested in these opportunities and who plan to complete the associate degree in two years should successfully complete three years of high school mathematics. Four years of mathematics, one year of high school chemistry, and one year of high school physics are recommended. Students interested in the Water Resources major at SUNY Brockport should also consult with Geosciences faculty.

**PHYSICS:** Students who plan to transfer and earn a baccalaureate degree with a major in physics in preparation for a career in education, research, or industry should consult with faculty in the Engineering Science and Physics Department (292-2480, Rm. 8-630). Students interested in these opportunities and who plan to complete the associate degree in four semesters should successfully complete Pre-Calculus with a grade of 85 or higher or Math 175 at MCC, and Regents Physics.

**PRE-FORESTRY:** Students who plan to transfer and earn a baccalaureate degree at SUNY College of Environmental Science and Forestry, Syracuse, New York, in Environmental and Forest Biology, Chemistry, Wood Products Engineering, Forestry, Paper Science and Engineering, or Forest Engineering should consult with faculty in the Biology Department (292-2029, Rm. 8-228). Students interested in these opportunities and who plan to complete the associate degree in two years should successfully complete three years of high school mathematics through trigonometry, and high school biology and chemistry with a grade of C or higher. Physics and Mathematics 12 are recommended.

**PRE-PHARMACY:** Students who plan to transfer and earn a baccalaureate degree in the field of pharmacy should consult with faculty in the Chemistry/Geosciences Department (292-2425, Rm. 8-212). Students interested in this opportunity should select courses to make them eligible for consideration for admission into the three-year pharmacy program being offered at a pharmacy college in New York. Students should successfully complete three years of high school mathematics through trigonometry and have above average performance in Regents chemistry. Mathematics 12 is strongly recommended.
MANUFACTURING TECHNOLOGY
A.A.S. DEGREE

The Manufacturing Technology program exposes the student to the vast field of manufacturing. The program covers areas such as manufacturing processes, robotics, and design of equipment and factories. Computer Integrated Manufacturing (CIM) concepts are presented and practiced in hands-on laboratory courses.

In the third and fourth semesters of this program, the student can choose to specialize in Robotics, Electro-Mechanics, Quality Control, or Process Control and Instrumentation.

Students can be placed directly in positions as technicians in manufacturing processes, plant and facilities engineering departments.

Housed in the Engineering Technologies Department

Distribution Requirements

FIRST SEMESTER: 19 Credit Hours
- ENG 101 College Composition OR ENG 200 Advanced Composition ........................................... 3
- MTH 140 Technical Mathematics I* .................................................................................................. 3
- PHY 131 Applied Physics I .............................................................................................................. 4
- MET 101 Technical Graphics ........................................................................................................... 3
- OPT 135 Measurement and Analysis .................................................................................................. 4
- TEK 101 Computer Applications for Technicians ........................................................................... 2
- Total 19

SECOND SEMESTER: 18 Credit Hours
- CHE 124 General, Organic, and Biochemistry .................................................................................. 4
- INT 110 Pneumatic and Mechanical Measurements ........................................................................... 4
- MET 121 Computer Aided Drafting and Design I .............................................................................. 3
- ELT 130 Basic Electricity and Electronics ............................................................................................ 3
- ECO 111 Principles of Microeconomics ............................................................................................. 3
- Physical/Health Education .................................................................................................................. 1
- Total 18

THIRD SEMESTER: 16-18 Credit Hours
- MTH 141 Technical Mathematics II .................................................................................................. 3
- ELT 232 Electronics for Non-Majors ................................................................................................. 4
- TECHNICAL ELECTIVES** ................................................................................................................. 8-10
- Physical/Health Education .................................................................................................................. 1
- Total 16-18

FOURTH SEMESTER: 14-17 Credit Hours
- ENG 251 Technical Writing ............................................................................................................. 3
- SOCIAL SCIENCE ELECTIVE ............................................................................................................ 3
- TECHNICAL ELECTIVES .................................................................................................................... 8-11
- Total 14-17

TOTAL CREDITS 67-72

**TECHNICAL ELECTIVES FOR STUDENTS INTERESTED IN ROBOTICS
- MFG 201 Computer Aided Manufacturing ......................................................................................... 2
- MFG 202 Design for Robotics ............................................................................................................ 3
- MFG 203 Manufacturing Planning ..................................................................................................... 3
- MFG 205 Plant Layout and Material Handling .................................................................................... 3
- INT 206 Instrument Test, Calibration and Repair ................................................................................ 3
- INT 209 Automatic Process Control Principles ................................................................................... 5
- Total 19

**TECHNICAL ELECTIVES FOR STUDENTS INTERESTED IN PROCESS CONTROL AND INSTRUMENTATION
- TLC 111 Fiber Installation and Maintenance ....................................................................................... 1
- INT 204 Electrical and Analytical Measurements .............................................................................. 4
- INT 206 Instrument Test, Calibration, and Repair ............................................................................... 3
- INT 209 Automatic Process Control Principles ................................................................................... 5
- INT 210 Digital Process Control Systems ............................................................................................... 5
- Total 16

**TECHNICAL ELECTIVES FOR STUDENTS INTERESTED IN QUALITY CONTROL
- MTH 160 Statistics I ............................................................................................................................ 3
- MTH 161 Statistics II ............................................................................................................................ 3
- MET 105 Machine Design Theory I .................................................................................................... 3
- QCT 201 Total Quality Control ........................................................................................................... 3
- QCT 223 Acceptance Sampling .......................................................................................................... 3
- Total 18

* Students not proficient in algebra or trigonometry should take MTH 135 preferably in Summer Session prior to starting Manufacturing Technology. Students with excellent high school math records may wish to select a more advanced math program following consultation with the Mathematics Department.

To view the full version, please visit: www.monroecc.edu/go/academicprograms
MASSAGE THERAPY
A.A.S. DEGREE

This program prepares students for a rewarding health career in massage therapy as a New York State licensed professional. It is a Fall-only entry program taking two academic years to complete. The curriculum includes extensive study in both western and oriental massage, biological science, health education and business. After graduation, students are eligible to sit for New York State licensure as well as pursue national certification. Massage therapists typically work as independent contractors or in private practice. Others assume staff positions as LMTs in health care facilities, health clubs, spas/resorts, or with sports team. Transferring to a four-year institution to pursue alternative health studies or fitness is also an option. Electives can be chosen with any of these professional goals in mind.

Admission is contingent upon: (a) A grade of “C” or better in High School Algebra or Sequential Math I, Biology and Chemistry. Four years high school English and Regents level courses recommended. Comparable MCC courses include MTH 098, BIO 120, BIO 133 and CHE 100 (a grade of “C” or higher is required in these courses); (b) Current CPR certification; (c) Completed medical requirements, clearance of existing health problem(s), and the ability to meet the technical standards (physical demands) for the program; (d) Vaccination against hepatitis B or signed declination statement.

A minimum grade of “C” is required in all Massage Therapy and related Biology courses. Once enrolled, students must take the Massage Therapy sequence of courses in ascending order and without interruption. Certain Biology classes are corequisites or prerequisites to certain Massage Therapy classes and must be passed with a minimum grade of “C” before advancement in the Massage Therapy sequence can take place (see course descriptions). A student who fails to pass with a grade of “C” the last semester will be ineligible for graduation. Departmental approval is required for reinstatement into the program if a student has had to leave the program for any reason. Reinstatement may occur only once. Attendance is strictly monitored in all Massage Therapy classes in order to meet New York State requirements.

Seats in the massage courses are reserved only for students accepted into the Massage Therapy program and taking courses in sequence. These seats are only held during priority registration for majors.

Since part time students must also take the massage courses in sequence and without interruption, they must be especially aware of the massage and biology corequisites for each course.

The days and times courses are scheduled each semester may change from semester to semester.

A fee of $3.00 in the Fall and $5.00 in the Spring is charged for liability insurance coverage.

(Housed in the Health & Physical Education Department)

Distribution Requirements

FIRST SEMESTER: 15 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENG 101 College Composition OR</td>
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</tr>
<tr>
<td>ENG 200 Advanced Composition</td>
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</tr>
<tr>
<td>BIO 142 Human Anatomy</td>
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<tr>
<td>BIO 143 Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 195 Life Science</td>
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</tr>
<tr>
<td>PSY 101 Introduction to Psychology</td>
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SECOND SEMESTER: 17 Credit Hours

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<th>Course</th>
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<tr>
<td>MTH 130 Modern Business Mathematics OR</td>
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</tr>
<tr>
<td>MTH 150 Survey of Mathematics (or higher)</td>
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</tr>
<tr>
<td>MAS 140 Swedish Massage</td>
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<tr>
<td>MAS 150 Western Medical Massage</td>
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<tr>
<td>PEC 253 Stress Management</td>
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<td>PSY 101 Introduction to Psychology</td>
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THIRD SEMESTER: 15 Credit Hours

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BIO 231 Kinesiology</td>
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<tr>
<td>MAS 240 Shiatsu*</td>
<td>3</td>
</tr>
<tr>
<td>MAS 250 Massage Therapy Seminar*</td>
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</tr>
<tr>
<td>MAS 260 Massage Therapy Clinical***</td>
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FOURTH SEMESTER: 16 Credit Hours

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<th>Course</th>
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<tbody>
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<td>BIO 231 Kinesiology</td>
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<tr>
<td>MAS 250 Massage Therapy Seminar*</td>
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<tr>
<td>MAS 260 Massage Therapy Clinical***</td>
<td>5</td>
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<td>PROGRAM ELECTIVE</td>
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<td>TOTAL</td>
<td>16</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 63

*(All MAS courses except clinical (MAS 260) are lecture/lab combination classes. Lecture and lab may not meet on the same day and a lab fee is charged for these classes.

** Only this CPR class meets requirements for graduation and licensure.

*** Students are required to recruit clients to meet course requirement. A lab fee is charged for this course.

*** Program electives should be chosen based upon career goals and in consultation with a faculty advisor. Program electives include BIO/FSA 117, BUS 110, HIM 104, PPE 100, PPE 208, SVL 101.

www.monroecc.edu/go/academicprograms
**MATHEMATICS CERTIFICATE PROGRAM**

The Mathematics Certificate is for students who wish to demonstrate a high level of preparation in Mathematics to 4-year schools. A student who obtains this certificate will have completed courses forming a foundation towards a 4-year degree in Mathematics or a related field. A student who has AP or Transfer Credit for Calculus I (MTH 210) and Calculus II (MTH 211) can complete this certificate in 2 semesters. Otherwise, it will take up to 2 years to complete the certificate.

[House in the Mathematics Department]

**Distribution Requirements**

**HUMANITIES: 3 credit hours**

ENG 101 College Composition OR ENG 200 Advanced Composition

Total 3

**ELECTIVE: 3-4 credit hours**

Elective*

Total 3-4

**PROGRAM: 18-20 credit hours**

MTH 210 Calculus I ......................................................... 4
MTH 211 Calculus II ......................................................... 4
MTH 212 Calculus III ......................................................... 4
MTH 220 Discrete Mathematics OR MTH 230 Linear Algebra ......................................................... 3-4

One additional course from:

MTH 161 Statistics II OR
MTH 220 Discrete Mathematics OR
MTH 225 Differential Equations OR

MTH 230 Linear Algebra ......................................................... 3-4

Total 24-27

**MATHEMATICS ADVISEMENT SEQUENCE A.S. DEGREE**

See Liberal Arts and Sciences Program - General Studies Transfer Opportunities

**MECHANICAL TECHNOLOGY A.A.S. DEGREE**

The Mechanical Technology Program introduces the student to the principles, materials, and equipment of mechanical technology. Emphasis is placed on drafting, design, and an understanding of basic machine components.

Graduates of the program find employment as drafter, engineering assistants, technicians, and technical salespersons.

(Housed in the Engineering Technologies Department)

**Distribution Requirements**

**FIRST SEMESTER: 17 Credit Hours**

ENG 101 College Composition OR ENG 200 Advanced Composition ......................................................... 3
MTH 140 Technical Mathematics I* ......................................................... 3
MTH 141 Technical Mathematics II* ......................................................... 3
MET 101 Technical Graphics ......................................................... 3
MET 103 Manufacturing Processes I ......................................................... 3
MET 105 Machine Design Theory I ......................................................... 3
Social Science Elective ......................................................... 3
Physical/Health Education ......................................................... 1

Total 17

**SECOND SEMESTER: 17 Credit Hours**

MTH 140 Technical Mathematics I* ......................................................... 3
MTH 141 Technical Mathematics II* ......................................................... 3
PHY 131 Applied Physics I ......................................................... 4
MET 106 Engineering Materials ......................................................... 3
MET 108 Machine Design Theory II ......................................................... 3
Social Science Elective ......................................................... 3
Physical/Health Education ......................................................... 1

Total 17

**THIRD SEMESTER: 17 Credit Hours**

ENG 251 Technical Writing ......................................................... 3
OLT 130 Basic Electricity and Electronics ......................................................... 3
MET 105 Machine Design Theory I ......................................................... 3
MET 206 Engineering Materials ......................................................... 3
PHY 132 Applied Physics II ......................................................... 4
Physical/Health Education ......................................................... 1

Total 17

**FOURTH SEMESTER: 15-16 Credit Hours**

CIT 204 Strength of Materials ......................................................... 3
Social Science Elective ......................................................... 3
MET 208 Technical Mechanics, Dynamics ......................................................... 3
Technical Elective** ......................................................... 3-4

Total 15-16

Total Credits 66-67

* Students not proficient in algebra or trigonometry should take MTH 135 preferably in Summer Session prior to starting Mechanical Technology. Students with excellent high school math records may wish to select a more advanced math program following consultation with the Mathematics Department.

** Technical Elective: Any course in CIT, ELT, INT, MET, MFG, OPT, QCT, TLC, or see department chairperson for a substitution waiver.
This course of study is recommended for students who plan to transfer and earn the baccalaureate degree with a major in music. It provides basic preparation for a career in music. In the program, a balance is maintained between courses dealing with general musical knowledge and those courses designed to develop a particular music skill. A variety of performing organizations provide students with ensemble experience and with opportunities for public performances. Students will also be required to take a minimum of 15 one-hour lessons each semester. The cost of lessons is not included in MCC tuition. Recommended Preparation: Students who plan to complete this course of study in two years should have experience in vocal or instrumental performance and reading music. Entering students must prepare two contrasting pieces for a music area audition. To find out about audition dates, please contact the department secretary at 292-2047.

Distribution Requirements

**MUSIC PERFORMANCE A.S. DEGREE**

**HUMANITIES: 14 Credit Hours**

<table>
<thead>
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<tbody>
<tr>
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</tr>
<tr>
<td>ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>MUS 109 Music Theory I</td>
<td>4</td>
</tr>
<tr>
<td>MUS 110 Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>LITERATURE ELECTIVE+</td>
<td>3</td>
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<td><strong>Total 9-11</strong></td>
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**SOCIAL SCIENCE: 9 Credit Hours**

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<tr>
<th>Course</th>
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<tr>
<td>MUS 201 History of Music I</td>
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</tr>
<tr>
<td>SOCIAL SCIENCE ELECTIVE+</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL SCIENCE ELECTIVE++</td>
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<td><strong>Total 9</strong></td>
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**MATHEMATICS & NATURAL SCIENCES: 9-11 Credit Hours**

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<th>Course</th>
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<tr>
<td>MATHEMATICS ELECTIVE (MTH 150 or higher)</td>
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<tr>
<td>NATURAL SCIENCE ELECTIVES+</td>
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<tr>
<td>NATURAL SCIENCE ELECTIVES+</td>
<td>3-4</td>
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<tr>
<td><strong>Total 9-11</strong></td>
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**PROGRAM REQUIREMENTS: 34 Credit Hours**

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<th>Credit Hours</th>
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<tbody>
<tr>
<td>MUS 126 Applied Piano Minor I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 151 Private Lessons/Perform Class</td>
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<tr>
<td>Major Performing Organization**</td>
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<tr>
<td>MUS 159 Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 127 Applied Piano Minor II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 151 Private Lessons/Perform Class</td>
<td>2</td>
</tr>
<tr>
<td>Major Performing Organization**</td>
<td>1</td>
</tr>
<tr>
<td>MUS 160 Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 129 MIDI Recording Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUS 151 Private Lessons/Perform Class</td>
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<tr>
<td>Major Performing Organization**</td>
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<tr>
<td>MUS 151 Private Lessons/Perform Class</td>
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<td>Major Performing Organization**</td>
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<tr>
<td>MUS 202 History of Music II</td>
<td>3</td>
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<tr>
<td>MUS 259 Aural Skills III</td>
<td>1</td>
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<tr>
<td>MUS 226 Applied Piano Minor III</td>
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<tr>
<td>MUS 227 Applied Piano Minor IV</td>
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<tr>
<td>MUS 260 Aural Skills IV</td>
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<tr>
<td>MUS 209 Music Theory III</td>
<td>4</td>
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<tr>
<td>MUS 210 Music Theory IV</td>
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<tr>
<td><strong>Total 34</strong></td>
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</tr>
</tbody>
</table>

Total 68-70

**PHYSICAL/HEALTH EDUCATION: 2 Credit Hours**

Physical/Health Education

**NURSING A.A.S. DEGREE**

The Department of Nursing strives to provide high quality education to a diverse population of students and assists them in achieving success in preparing for New York State licensure and employment as a Registered Professional Nurse.

The Nursing Program is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road, NE, Suite 500, Atlanta GA 30326, phone: 404-975-5000. The professional nursing program, including clinical practice, can be completed in two academic years of full-time study. A graduate of the program who is at least 18 years of age and who meets licensing criteria is eligible for admission to the National Council Licensing Criteria established by New York State Education Department, Office of the Professions [online] retrieved from www.op.nysed.gov/prof/nurse/nursing.htm:

To be licensed as a registered professional nurse in New York State you must:
- be of good moral character;
- be at least eighteen years of age;
- meet education requirements;
- complete coursework or training in the identification and reporting of child abuse offered by a New York State approved provider; and
- meet examination requirements.

The clinical experience required in the curriculum is provided through cooperation of area hospitals, long term care facilities and other health care agencies. All health care providers must abide by Occupational Safety and Health Administration (OSHA) Blood Borne Pathogen and NYS Department of Health regulations. Admission and continuation in the nursing program is conditional upon completion of the following requirements:

A) A grade of C or better in High School Algebra or Sequential Math I or Math A Regents, Biology and Chemistry.

B) Current CPR certification for two person professional rescuer which includes infant, child, adult and resuscitation mask and Automated External Defibrillator (AED). Only American Heart Association BLS for Healthcare Providers (CPR and AED) (2 year), or American Red Cross Professional Rescuer (CPR and AED) (1 year) certification is acceptable. Proof of certification must be submitted to the department at least one month prior to starting the program. Current certification must be maintained throughout duration of program in order for the student to attend clinical.

C) Completion of medical requirements, clearance of existing health problem(s), and ability to meet essential functions (physical and mental demands) of the program. Medical requirements, including PPD and immunizations, must be met throughout the duration of the program in order for the student to attend clinical.

D) Vaccination against seasonal flu. Vaccination against hepatitis B and meningitis....
or signed declination statements.
E) Successful completion of ESOL or Transitional Studies courses if enrolled.
A minimum grade of C is necessary in all required nursing and biology courses for continued matriculation in the program. Nursing is a high demand, competitive program. Readmission to the nursing program is not automatic and is dependent on several factors. Students seeking readmission to the program (or seeking admission after unsuccessful attempts in a nursing program at another college) should contact the Department of Nursing for information or refer to the “MCC Department of Nursing Student Related Policies.” Readmission, if approved, is always on a space available basis.

The program of study must be completed within five years of matriculation. NUR 150 is required for students who are transferring into the program, admitted with advanced standing, or returning to the program after an absence of one year. Completion of NUR 150 is valid for one year. Students reentering NUR 111 do not need to take NUR 150. NUR 150 cannot be used as an elective in the Nursing program. Any deviation from the basic program of study requires written approval from the department.

CNA 100 cannot be used as an elective in the Nursing program.
(Housed in the Nursing Department)

Distribution Requirements

FIRST SEMESTER: 18 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PSY 101 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BID 142 Human Anatomy*</td>
<td>4</td>
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<tr>
<td>NUR 110 Foundations of Nursing*</td>
<td>1</td>
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<td>NUR 111 Fundamentals of Nursing*</td>
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<td>MTH General Education Course##</td>
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Total 18

SECOND SEMESTER: 18 Credit Hours

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<tbody>
<tr>
<td>ENG 101 College Composition OR</td>
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<tr>
<td>ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>BID 143 Human Physiology*#</td>
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<tr>
<td>PSY 212 Developmental Psychology - Lifespan</td>
<td>3</td>
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<tr>
<td>NUR 112 Nursing Care of the Adult and Child I*</td>
<td>8</td>
</tr>
</tbody>
</table>

Total 18

THIRD SEMESTER: 16 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101 Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>BID 202 Microbiology*#</td>
<td>4</td>
</tr>
<tr>
<td>NUR 210 Issues in Nursing*</td>
<td>1</td>
</tr>
<tr>
<td>NUR 211 Psychiatric-Mental Health Nursing (1/2 semester)*</td>
<td>4</td>
</tr>
<tr>
<td>NUR 212 Maternity Nursing (1/2 semester)*</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 16

FOURTH SEMESTER: 18 Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 214 Nursing Care of the Adult and Child II*</td>
<td>8</td>
</tr>
<tr>
<td>GENERAL ELECTIVE**</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES ELECTIVE**</td>
<td>3</td>
</tr>
<tr>
<td>Physical/Health Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Total 16

TOTAL CREDITS 68

* A minimum grade of C is necessary in all required nursing courses for continued matriculation in the program. Nursing is a high demand, competitive program. Readmission to the nursing program is not automatic and is dependent on several factors. Students seeking readmission to the program should contact the Department of Nursing for information or refer to the “MCC Department of Nursing Student Related Policies.” Readmission, if approved, is always on a space available basis.

** Physical Education courses, with the exception of PPE 208 and PEC 253, may not be used to fulfill the elective requirements of the Nursing Program.

*** Humanities Elective: Any 3 credit course listed as fulfilling MCC General Education Requirements for Humanities is acceptable.

# Physiology (BIO 143) and Microbiology (BIO 202) grades must be no more than seven years old for the grade to be considered when applying for admission into the nursing program.

## Any 3 credit MTH course (MTH 104 or higher) which fulfills the MCC General Education Requirement for a.A.S. degrees is acceptable. MTH requirement must be fulfilled prior to beginning NUR 112 course.

Credit Hours: Laboratory hours in the Nursing Program are credited at a ratio of 1:3 (every 3 clock hours of laboratory is equivalent to 1 credit hour).

PROGRAM OPTIONS

Advanced Standing 3-Semester Option of LPN’s: To exempt Fundamentals of Nursing (NUR 111), a score of B on the Excelsior College Examination for Fundamentals of Nursing must be attained. The Excelsior College Examinations must be completed prior to matriculation. Graduates of The Isabella Graham Hart School of Practical Nursing within the past three years can exempt both NUR 111 and the Excelsior College Examination for Fundamentals of Nursing. Three semester LPN students are admitted in the Fall and Spring semesters.

Advanced Standing 2-Semester Option for LPN’s: To exempt Fundamentals of Nursing (NUR 111), a score of B on the Excelsior College Examination for Fundamentals of Nursing must be attained. To exempt Nursing Care of the Adult and Child I (NUR 112), students must pass a Department of Nursing challenge exam with a grade of C or higher. Two years of recent clinical experience is required. To exempt Maternity Nursing (NUR 212), a score of B on the Excelsior College Examination in Maternity Nursing is required. Two semester LPN students are admitted only in the Fall semester.

Extended Option for High School Graduates (NUE1): An advisement sequence for high school graduates seeking admission in the fall semester immediately following their graduation is intended to provide an opportunity for the student to complete the program over three years. This option was designed to create an environment that promotes success for the student who is new to the rigors of college level work. It also provides an opportunity for the student to complete courses required for the baccalaureate degree in nursing.

For either Advanced Standing Option, Excelsior College scores may not be more than three years old and must be available when a student is first admitted. Students beginning either option are required to take Fundamentals of Nursing (NUR 110) prior to or concurrently with the first clinical course. Students must take Application of the Nursing Process (NUR 150) prior to beginning the first clinical course.

The department reserves the right to withhold transfer credit until the student has demonstrated competence in a clinical nursing course at MCC.

PRE-NURSING ADVISEMENT SEQUENCE FOR LPNs

A Pre-Nursing advisement sequence for LPNs preparing to enter the nursing program is available for those who meet criteria. Please contact the Admissions Office at 292-2200 for further information.
### Office Technology - Legal Office Administrative Assistant

**A.A.S. Degree**

This degree program prepares students to work in law firms, corporations, the court system, and law-related government offices. Legal terminology, document preparation, legal procedures, as well as word processing and computer applications are emphasized for today's high tech law offices.

If an Intent to Graduate form is submitted five years after a student's completion of OFT 201, OFT 170, OFT 171, or OFT 174, the department reserves the right to withhold credit until the student has demonstrated competency in these courses.

(Housed in the Office and Computer Programs Department)

#### Distribution Requirements

<table>
<thead>
<tr>
<th>HUMANITIES: 9 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 College Composition OR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 250 Professional Communication OR</td>
<td>3</td>
</tr>
<tr>
<td>SPT 141 Interpersonal Speech Communication OR</td>
<td>3</td>
</tr>
<tr>
<td>SPT 142 Public Speaking OR</td>
<td>3</td>
</tr>
<tr>
<td>SPT 143 Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>LITERATURE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 9</strong></td>
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</table>

<table>
<thead>
<tr>
<th>SOCIAL SCIENCES: 6 Credit Hours</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>LAW 101 Fundamentals of the Law</td>
<td>3</td>
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<tr>
<td>SOCIAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 6</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS AND NATURAL SCIENCES: 6-7 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 130 Modern Business Mathematics OR higher</td>
<td>3</td>
</tr>
<tr>
<td>MATHEMATICS/NATURAL SCIENCE ELECTIVE</td>
<td>3-4</td>
</tr>
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<td><strong>Total 6-7</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM REQUIREMENTS: 42 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Accounting Principles I OR</td>
<td>3</td>
</tr>
<tr>
<td>ACC 110 Fundamentals of Accounting I AND ACC 111 Fundamentals of Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>OFT 110 Keyboarding***</td>
<td>3</td>
</tr>
<tr>
<td>OFT 111 Intermediate Word*+</td>
<td>3</td>
</tr>
<tr>
<td>OFT 112 Advanced Word I**</td>
<td>3</td>
</tr>
<tr>
<td>OFT 141 Grammar for the Office Professional***</td>
<td>3</td>
</tr>
<tr>
<td>OFT 170 Spreadsheet Applications-Excel</td>
<td>3</td>
</tr>
<tr>
<td>OFT 171 Microsoft Access 2000 Professional</td>
<td>3</td>
</tr>
<tr>
<td>OFT 172/CRS 172 Microsoft PowerPoint 2007 Presentations</td>
<td>2</td>
</tr>
<tr>
<td>OFT 175 Microsoft Outlook</td>
<td>1</td>
</tr>
<tr>
<td>OFT 201 Word Processing III</td>
<td>3</td>
</tr>
<tr>
<td>OFT 202 Office Simulations</td>
<td>2</td>
</tr>
<tr>
<td>OFT 214 Administrative Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>OFT 240 Office Transcription</td>
<td>3</td>
</tr>
<tr>
<td>OFT 257 Legal Studies I</td>
<td>3</td>
</tr>
<tr>
<td>OFT 258 Legal Studies II</td>
<td>3</td>
</tr>
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<td><strong>Total 42</strong></td>
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</table>

### Physical/Health Education: 2 Credit Hours

<table>
<thead>
<tr>
<th>Physical/Health Education</th>
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<tbody>
<tr>
<td><strong>Total 2</strong></td>
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</tr>
</tbody>
</table>

*If background allows (25 nwam for 5 minutes)*

*Placement exam available if typing is over 40 nwam and student has previous word processing*

**Credit by Exam available**

***Required only if typing less than 25 nwam and no previous keyboarding experience. If these requirements are met, replace with a general elective.*

### Office Technology - Office Administration

**A.A.S. Degree**

The Office Technology Associate in Science degree provides for the strongest office administration training with in-depth computer software skills. The program prepares students for transfer to a four-year business education program.

If an Intent to Graduate form is submitted five years after a student's completion of OFT 201, OFT 170, OFT 171, OFT 172, or OFT 174, the department reserves the right to withhold credit until the student has demonstrated competency in these courses.

(Housed in the Office and Computer Programs Department)

#### Distribution Requirements

<table>
<thead>
<tr>
<th>HUMANITIES: 12 Credit Hours</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ENG 101 College Composition OR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 250 Professional Communication OR</td>
<td>3</td>
</tr>
<tr>
<td>SPT 141 Interpersonal Speech Communication OR</td>
<td>3</td>
</tr>
<tr>
<td>SPT 142 Fundamentals of Public Speaking OR</td>
<td>3</td>
</tr>
<tr>
<td>SPT 143 Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>LITERATURE ELECTIVE</td>
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<tr>
<td><strong>Total 12</strong></td>
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</table>

<table>
<thead>
<tr>
<th>SOCIAL SCIENCES: 9 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>ECO 111 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 112 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 9</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS &amp; NATURAL SCIENCES: 9 Credit Hours</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 130 Modern Business Mathematics (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>NATURAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>MATHEMATICS/NATURAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 9</strong></td>
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</tr>
</tbody>
</table>
OFFICE TECHNOLOGY - OFFICE ADMINISTRATIVE ASSISTANT
A.A.S. DEGREE

This degree program is designed to provide students with a broad background in business terminology and high level of proficiency in computer skills that will enable them to perform successfully in diverse office support positions. This degree is designed to provide a core background in developing skills for technology, decision making, human relations, and management.

If an Intent to Graduate form is submitted five years after a student’s completion of OFF 201, OFF 170, OFF 171, OFF 172, or OFF 174, the department reserves the right to withhold credit until the student has demonstrated competency in these courses. (Housed in the Office and Computer Programs Department)

Distribution Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>HUMANITIES: 9 Credit Hours</td>
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</tr>
<tr>
<td>ENG 101 College Composition OR</td>
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</tr>
<tr>
<td>ENG 200 Advanced Composition</td>
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</tr>
<tr>
<td>ENG 250 Professional Communication OR</td>
<td></td>
</tr>
<tr>
<td>SPT 141 Interpersonal Speech Communication OR</td>
<td></td>
</tr>
<tr>
<td>SPT 142 Public Speaking OR</td>
<td></td>
</tr>
<tr>
<td>SPT 143 Small Group Communication</td>
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<tr>
<td>LITERATURE ELECTIVE</td>
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<tr>
<td>Total 9</td>
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</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL SCIENCES: 6 Credit Hours</td>
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<tr>
<td>SOCIAL SCIENCE ELECTIVES</td>
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<td>Total 6</td>
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</table>

** Placement exam available if typing over 40 nwam and previous word processing experience
** Credit by Exam available
*** Recommended program electives: Any course in ACC, ECO, MAR, BUS, OFF
+ If background allows (25 nwam for 5 min.)

MATHEMATICS AND NATURAL SCIENCES: 6-7 Credit Hours

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 130 Modern Business Mathematics OR</td>
<td>3</td>
</tr>
<tr>
<td>NATURAL SCIENCE ELECTIVE</td>
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<tr>
<td>Total 6-7</td>
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</tbody>
</table>

PROGRAM REQUIREMENTS: 42 Credit Hours

ACC 101 Accounting Principles OR
ACC 110 Fundamentals of Accounting AND
ACC 111 Fundamentals of Accounting II ................................................. 4
BUS 201 Business Law I ................................................................. 3
BUS 207 Human Resource Management ............................... 3
OFT 111 Intermediate Word** ....................................................... 3
OFT 112 Advanced Word I** ........................................................... 3
OFT 141 Grammar for the Office Professional** ..................... 3
OFT 170 Spreadsheet Applications-Excel .............................. 3
OFT 171 Microsoft Access Professional ................................. 3
OFT 172 Microsoft PowerPoint Presentations ......................... 2
OFT 201 Advanced Word II ............................................................ 3
OFT 214 Administrative Office Procedures .............. 3
PROGRAM ELECTIVE** ................................................................. 3

Total 36

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours

Physical/Health Education ......................................................... 2

Total 2

TOTAL CREDITS 68

+ If background allows (25 nwam for 5 minutes)

* Placement exam available if typing over 40 nwam and previous word processing
** Credit by Exam available
*** Required only if typing less than 25 nwam and no previous keyboarding experience. If these requirements are met, replace with a general elective.

www.monroecc.edu/go/academicprograms

Academic Programs 117
### Office Technology Specialist Certificate Program

This highly intensive certificate program is designed to enhance existing computer software application skills. Extensive training in the use of software for database management, spreadsheets, presentation graphics, and word processing will provide students with needed skill sets for the Microsoft Office User Specialist (MOUS) Certification Program. If an Intent to Graduate form is submitted five years after a student’s completion of OFT 201, OFT 170, OFT 171, or OFT 172, the department reserves the right to withhold credit until the student has demonstrated competency in these courses.

(Housed in the Office and Computer Programs Department)

**Distribution Requirements**

**Office Technology: 26 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFT 111 Intermediate Word*+</td>
<td>3</td>
</tr>
<tr>
<td>OFT 112 Advanced Word I**</td>
<td>3</td>
</tr>
<tr>
<td>OFT 141 Grammar for the Office Professional**</td>
<td>3</td>
</tr>
<tr>
<td>OFT 201 Advanced Word II</td>
<td>3</td>
</tr>
<tr>
<td>OFT 214 Administrative Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>OFT 240 Office Transcription</td>
<td>3</td>
</tr>
<tr>
<td>OFT 170 Spreadsheet Applications-Excel</td>
<td>3</td>
</tr>
<tr>
<td>OFT 171 Microsoft Access 2000 Professional</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
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</table>

**Other: 4 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 College Composition</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

**Total Credits 30**

+ If background allows (25 nwam for 5 minutes)
* Placement exam available if typing over 40 nwam and previous word processing experience
** Credit by examination available.

### Office Technology: Office Clerk Certificate Program

This certificate program prepares students for an entry-level office position involving routine and repetitive clerical tasks. Keyboarding and basic computer skills are emphasized. All credits will transfer into the A.A.S. Administrative Office Assistant degree program.

If an Intent to Graduate form is submitted five years after a student’s completion of OFT 170 or OFT 172, the department reserves the right to withhold credit until the student has demonstrated competency in these courses.

(Housed in the Office and Computer Programs Department)

**Distribution Requirements**

**Office Technology: 20 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFT 110 Keyboarding**</td>
<td>3</td>
</tr>
<tr>
<td>OFT 111 Intermediate Word *+</td>
<td>3</td>
</tr>
<tr>
<td>OFT 112 Advanced Word I**</td>
<td>3</td>
</tr>
<tr>
<td>OFT 141 Grammar for the Office Professional**</td>
<td>3</td>
</tr>
<tr>
<td>OFT 170 Spreadsheet Applications-Excel</td>
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<td>OFT 172 Microsoft PowerPoint 2000 Presentations</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

**Other: 11 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL 100 Career Development and Planning OR</td>
<td>1</td>
</tr>
<tr>
<td>COS 101 College Orientation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CRC 112 Introduction to Microsoft Windows</td>
<td>3</td>
</tr>
<tr>
<td>CRC 101 Practical Computer Literacy</td>
<td>3</td>
</tr>
<tr>
<td>MTH 130 Modern Business Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SPT 141 Interpersonal Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
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</tbody>
</table>

**Total Credits 31**

+ If background allows (25 nwam for 5 minutes)
* Placement exam available if typing over 40 nwam and previous word processing experience
** Credit by Exam available
*** Required only if typing less than 25 nwam and no previous keyboarding experience. If these requirements are met, replace with a general elective.

### Office Technology: Medical Office Assistant Certificate Program

This one-year certificate program is designed to provide students with a firm foundation for the medical office environment. With the development of strong word processing skills, transcription skills, and medical office protocol, the student is well on the path to a fulfilling career in the medical support area.

(Housed in the Office and Computer Programs Department)

**Distribution Requirements**

**Office Technology: 16 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFT 111 Intermediate Word*+</td>
<td>3</td>
</tr>
<tr>
<td>OFT 112 Advanced Word I**</td>
<td>3</td>
</tr>
<tr>
<td>OFT 141 Grammar for the Office Professional**</td>
<td>3</td>
</tr>
<tr>
<td>OFT 267 Medical Office Transcription</td>
<td>4</td>
</tr>
<tr>
<td>OFT 268 Medical Office Procedures</td>
<td>3</td>
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<tr>
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</table>

**Other: 14 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>HED 101 Cardiopulmonary Resuscitation and Care</td>
<td>1</td>
</tr>
<tr>
<td>HED 115 Death and Dying OR</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits 30**

+ If background allows (25 nwam for 5 minutes)
* Placement exam available if typing over 40 nwam and previous word processing experience
** Credit by Exam available
*** Required only if typing less than 25 nwam and no previous keyboarding experience. If these requirements are met, replace with a general elective.

[www.monroecc.edu/go/academicprograms](http://www.monroecc.edu/go/academicprograms)
## OPTICAL SYSTEMS TECHNOLOGY
### A.A.S. DEGREE

The Optical Systems Technology degree offers a unique, comprehensive program which prepares graduates for work in high technology fields which apply light and optical principles in their operations. The curriculum combines the study of optics with electronics for careers in electro-optics or allows a traditional optics option.

The optical systems technician works with scientists and engineers in research, development, design, production, quality control, test, and evaluation of optical components and systems, as well as sales and service. The course of study gives the student opportunity to work with and operate much of the precision equipment and technology used in today’s field of electro-optical systems.

Students should meet regularly with their program advisor to make certain that their course selections meet the requirements of the program and their career choices.

Recommended preparation: Three years of high school mathematics are required through Sequential Math III (Regents level strongly recommended), and one-half year of physics or physical science is recommended.

(Housed in the Engineering Technologies Department)

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<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRADITIONAL OPTICS OPTION</td>
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</tr>
<tr>
<td>FIRST SEMESTER</td>
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</tr>
<tr>
<td>MTH 140 Technical Mathematics I*</td>
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<tr>
<td>TEK 101 Computer Applications for Technicians</td>
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</tr>
<tr>
<td>OPT 131 Optical Elements and Ray Optics</td>
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</tr>
<tr>
<td>OPT 135 Measurement and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ENGLISH ELECTIVE</td>
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<tr>
<td>Physical/Health Education</td>
<td>1</td>
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<tr>
<td><strong>Total 17</strong></td>
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</table>

| SECOND SEMESTER | |
| ENG 101 College Composition | 3 |
| MTH 141 Technical Mathematics II* | 3 |
| PHY 131 Applied Physics I* | 4 |
| OPT 151 Optical Instruments and Testing | 4 |
| OPT 153 Fiber Optics | 3 |
| **Total 17** | |

| THIRD SEMESTER | |
| MTH 175 Precalculus Mathematics with Analytic Geometry | 4 |
| OPT 211 Wave Optics and Applications | 4 |
| OPT 213 Optical Processes | 4 |
| ELT 121 AC/DC Circuit Analysis | 4 |
| SOCIAL SCIENCE ELECTIVE | 3 |
| **Total 19** | |

| FOURTH SEMESTER | |
| OPT 201 Photo Science | 4 |
| OPT 215 Electro-Optical Devices and Systems | 5 |
| OPT 231 Lasers: Technology and Applications | 4 |
| SOCIAL SCIENCE ELECTIVE | 3 |
| Physical/Health Education | 1 |
| **Total 17** | |

**TOTAL CREDITS 70**

---

### ELECTRO-OPTICS OPTION

#### FIRST SEMESTER
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 111 Electronic Technology I</td>
<td>3</td>
</tr>
<tr>
<td>ELT 121 AC/DC Circuit Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MTH 140 Technical Mathematics I*</td>
<td>3</td>
</tr>
<tr>
<td>TEK 101 Computer Applications for Technicians</td>
<td>2</td>
</tr>
<tr>
<td>OPT 131 Optical Elements and Ray Optics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 101 College Composition</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 19</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### SECOND SEMESTER
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 102 Electric Circuit Analysis II</td>
<td>5</td>
</tr>
<tr>
<td>ELT 112 Electronic Technology II</td>
<td>5</td>
</tr>
<tr>
<td>MTH 141 Technical Mathematics II*</td>
<td>3</td>
</tr>
<tr>
<td>ENGLISH ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>OPT 153 Fiber Optics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 19</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### THIRD SEMESTER
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 175 Precalculus Mathematics with Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>ELT 202 Pulse and Digital Circuits</td>
<td>4</td>
</tr>
<tr>
<td>OPT 135 Measurement and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>OPT 211 Wave Optics and Applications</td>
<td>4</td>
</tr>
<tr>
<td>SOCIAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 19</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### FOURTH SEMESTER
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPT 215 Electro-Optical Devices and Systems</td>
<td>5</td>
</tr>
<tr>
<td>SOCIAL SCIENCE ELECTIVE</td>
<td>3</td>
</tr>
<tr>
<td>PHY 131 Applied Physics I</td>
<td>4</td>
</tr>
<tr>
<td>ELT 206 Digital Systems and Microprocessors</td>
<td>5</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total 19</strong></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 76**

* Students with an excellent high school mathematics and physics record may wish to select a more advanced mathematics and physics program following consultation with the appropriate department.
### Optical Systems Technology Certificate Program

The Optical Technology Certificate Program prepares students to work in optical activities, such as testing, quality control, and production. It provides a background in optics using the eye as a detector, but not incorporating the peripheral disciplines, such as electronics and photography, as offered in the A.A.S. curriculum in Optics.

This certificate program is designed for people working in the field, or in an allied field, who wish to add optics to their sphere of competence. All courses shall be applicable to the A.A.S. degree should the student wish to continue his/her education in Optical Engineering Technology.

(Housed in the Engineering Technologies Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPT 131 Optical Elements and Ray Optics</td>
<td>4</td>
</tr>
<tr>
<td>OPT 135 Measurement and Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MTH 140 Technical Mathematics I or higher*</td>
<td>3-4</td>
</tr>
<tr>
<td>TEK 101 Computer Applications for Technicians</td>
<td>2</td>
</tr>
<tr>
<td>PROGRAM ELECTIVES**</td>
<td>15-16</td>
</tr>
<tr>
<td><strong>Students must consult with their advisor in selecting program electives. Depending on a student's career objectives, the following course sequences are recommended.</strong></td>
<td></td>
</tr>
</tbody>
</table>

| OPT 135 Measurement and Analysis                       | 4            |
| MTH 140 Technical Mathematics I or higher*            | 3-4          |
| TEK 101 Computer Applications for Technicians          | 2            |
| PROGRAM ELECTIVES**                                    | 15-16        |

**PROGRAM ELECTIVES**

- **Electro-Optics Option**
  - ELT 121 AC/DC Circuit Analysis: 4
  - ELT 232 Electronics for Non-Majors: 3
  - OPT 153 Fiber Optics: 4
  - OPT 215 Electro-Optical Devices and Systems: 4
  - Total: 15

*Higher level mathematics may be substituted except for MTH 150, MTH 151, MTH 155, and MTH 156. Students considering an AAS degree are advised to take MTH 140.*

**Students must consult with their advisor in selecting program electives. Depending on a student's career objectives, the following course sequences are recommended.**

### Paralegal Studies Certificate Program

The Paralegal Studies Certificate program was approved by the American Bar Association (ABA) in February 2004. This program prepares graduates for entry level employment as paralegals. The entry level paralegal works under the supervision of a lawyer researching the law, investigating facts, preparing drafts of legal documents, and working with clients. They are employed in almost all areas where law related work is performed, i.e., private law firms, government agencies, insurance companies and corporations, but, in all areas of law, paralegals are prohibited from establishing attorney-client relationships, from setting legal fees, from giving legal opinions or advice, and from representing clients in court.

Monroe Community College’s curriculum was prepared in partnership with the Monroe County bar Association and the Paralegal Associates of Rochester. Course work emphasizes New York law, ethics and professional responsibility, procedural applications of the law, computer application in the law, and client satisfaction through legal teamwork.

Admission to the program has specific educational requirements that include either a bachelor’s degree, or an associate’s degree with 18 credit hours in broadly based liberal arts courses and significant experience in banking, finance, government, insurance, or other law-related environments. As a condition of acceptance into the Paralegal Studies Certificate Program, those with minimal computer experience may be advised to register for CRC 101 Practical Computer Literacy either prior to or concurrently with matriculation in the Paralegal Studies Certificate Program. The Paralegal Advisory Board approved MCC’s selective admissions criteria.

The Paralegal Studies Certificate program commences every Fall Semester. Classes are held on Tuesday and Thursday evenings and Saturday mornings at the Damon City Campus. The curriculum consists of 17 courses varying from one credit hour to three credit hours, and the program takes 15 months to complete. Each course must be taken in the sequence indicated.

(Housed in the Law and Criminal Justice Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLS 250 Paralegal Communications Skills</td>
<td>1</td>
</tr>
<tr>
<td>PLS 260 Introduction to Paralegal Studies</td>
<td>2</td>
</tr>
<tr>
<td>PLS 266 Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Distribution Requirements</strong></td>
<td><strong>Total 6</strong></td>
</tr>
</tbody>
</table>

**FALL SEMESTER: 6 Credit Hours**

- PLS 263 Contract Law for Paralegals: 2
- PLS 264 Administrative Law: 2
- PLS 267 Litigation and the Federal and New York State Procedural Laws: 3
- PLS 268 Personal Injury Law: 2
- PLS 269 Domestic Relations and Family Law: 2
- PLS 272 Real Estate Law: 2
- **Total 15**

**INTERSESSION AND SPRING SEMESTER: 15 Credit Hours**

- PLS 270 Debtor-Creditor Law: 3
- PLS 271 Corporate Law and Business Organizations: 2
- PLS 273 Computer Support Systems: 1
- **Total 6**

**SUMMER SEMESTER: 6 Credit Hours**

- PLS 285 Fact-finding Research: 1
- PLS 274 Estate Planning, Estate and Trust Administration: 3
- PLS 276 Law Practice Management: 1
- PLS 278 Legal Ethics and Professional Responsibility: 1
- **Total 6**

**FINAL FALL SEMESTER: 6 Credit Hours**

- PLS 270 Debtor-Creditor Law: 3
- PLS 271 Corporate Law and Business Organizations: 2
- PLS 273 Computer Support Systems: 1
- **Total 6**

**TOTAL CREDITS 33**
PARAMEDIC CERTIFICATE
CERTIFICATE PROGRAM

Successful completion of this program prepares an individual for admission to the New York State Health Department examinations for certification as a paramedic. The paramedic certification course sequence includes classroom, hands-on skill development, hospital clinical experience, and field internships. This program includes only the courses required for admission to the New York State Department of Health Paramedic certification exams. This program is accredited by the Commission on Accreditation of Allied Health Education Programs. (www.caahep.org)
(Housed in the PSTF-Emergency Management)

PARAMEDIC
A.A.S. DEGREE

This two-year associate in applied science degree program is intended for students interested in preparing for a career at the highest level of emergency medical services care - the paramedic.

Admission requirements for the program include current New York State Emergency Medical Technician Certification (available through successful completion of EMS 110). The certification sequence begins each January. Candidates for the program are reviewed beginning each September.

The program includes a very structured New York State Paramedic Certification sequence which includes classroom, hospital clinical hours, and field internships. Upon completion of the sequence, graduates will be eligible to sit for the New York State Health Department certification examination as EMT - Paramedic. Students wishing to obtain certification may also apply for the Paramedic Certificate program.

The MCC Paramedic Program is accredited by the Commission on Accreditation of Allied Health Professions (www.caahep.org) and authorized by the New York State Department of Health.

Students interested in the degree should contact the EMS Program staff at 753-3710 to discuss the requirements for admission to the program.
(Housed in the PSTF-Emergency Medical Services)

Distribution Requirements Credit Hours

HUMANITIES: 6 Credit Hours
ENG 101 College Composition OR
ENG 200 Advanced Composition ......................................................3
HUMANITIES ELECTIVE* .................................................................3
Total 6

SOCIAL SCIENCES ELECTIVE: 6 Credit Hours
PSY 101 Introductory Psychology ...................................................3
SOCIAL SCIENCES ELECTIVES ......................................................3
Total 6

LIBERAL ARTS: 3 Credit Hours
LIBERAL ARTS ELECTIVE** .............................................................3
Total 3

MATHEMATICS/NATURAL SCIENCES: 6-7 Credit Hours
MTH 150 Survey of Mathematics or higher .....................................3-4
BIO 133 Human Machine ..............................................................3
Total 6-7

PARAMEDIC CERTIFICATION REQUIRED COURSES: 42 Credit Hours
EMS 171 Critical Trauma Care .......................................................1
EMS 236 Advanced Cardiac Life Support ......................................1
EMS 239 Paramedic Clinical and Field Experience I .......................5
EMS 240 Paramedic Clinical and Field Experience II .....................7
EMS 246 Advanced Pediatric Care ...............................................1
EMS 270 Introduction to Paramedicine ..........................................12
EMS 271 Medical Care in Paramedicine ........................................8
EMS 272 Advanced Trauma Issues in Paramedicine ......................7
Total 42

PUBLIC SAFETY COURSES: 1 Credit Hour
PST 130 Public Safety Incident Management ...............................1
Total 1

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
Physical/Health Education** ........................................................2
Total 2

TOTAL CREDITS 66-67

* Offered at the Public Safety Training Center.

* SPT 144 or SPA 141 are recommended.
** HED 115 or PEC 253 are recommended.
**PHYSICAL EDUCATION STUDIES**  
**A.S. DEGREE**

This program is designed to prepare students to transfer to a four-year college or university offering majors in physical education, physical studies, sport studies or a related area. The course of studies combines liberal arts courses in health, biology, psychology, and chemistry with courses in physical education theory and activity. In addition to providing a strong foundation in the fundamentals of movement, science and sport, the program includes opportunities for exploration in the career area.

After transfer from MCC, students may choose to specialize and seek careers in fitness, sport rehabilitation, education, business, and other physical studies related opportunities.

The student should meet regularly with his or her program advisor to make certain that course selections meet the requirements of the college and major to which he or she plans to transfer.

Recommended Preparation: High school algebra and biology are required. At least three years of high school mathematics as well as chemistry are recommended.

Students not meeting these requirements may need more than two years to complete this degree.

*(Housed in the Health and Physical Education Department)*

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**Distribution Requirements**

**HUMANITIES: 6 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 College Composition OR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
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</table>

**SOCIAL SCIENCE*: 12 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 211 History of Sport</td>
<td>3</td>
</tr>
<tr>
<td>PPE 208 Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL SCIENCE ELECTIVES</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

**MATHEMATICS AND NATURAL SCIENCE: 13-14 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 160 Statistics I (or higher)</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 134 Human Anatomy and Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 135 Human Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>PPE 275 Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13-14</strong></td>
</tr>
</tbody>
</table>

**PHYSICAL EDUCATION STUDIES: 33-34 Credit Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPE 100 Introduction to Sports Science</td>
<td>4</td>
</tr>
<tr>
<td>PPE 106 Individual Sports</td>
<td>3</td>
</tr>
<tr>
<td>PPE 120 Team Sports</td>
<td>3</td>
</tr>
<tr>
<td>PPE 150 Discovery and Adventures in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PPE 175 Philosophy and Principles of Physical Education and Athletics</td>
<td>3</td>
</tr>
<tr>
<td>PPE 179 Lifeguarding*</td>
<td>2</td>
</tr>
<tr>
<td>PPE 213 Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>PPE 214 Early Childhood Games and Activities</td>
<td>3</td>
</tr>
<tr>
<td>PPE 240 Selected Topics in Physical Studies</td>
<td>3</td>
</tr>
<tr>
<td>PPE 245 Dance Methods and Techniques for Physical Studies Majors</td>
<td>1</td>
</tr>
<tr>
<td>PROGRAM ELECTIVES (Professional Theory)**</td>
<td><strong>6-7</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33-34</strong></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 64-66**

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* FOR SUNY GENERAL EDUCATION: Students planning to transfer to a SUNY school should choose courses from American History, Western Civilization, or Other World Civilizations.

** Program Electives in professional theory include PPE 111, PPE 170, PPE 215, PPE 271.

Six hours of General Education or the Foreign Language requirement may be used with permission of the Physical Education Program Director.

+ CPR Certification is required for all physical education students. If students are not already certified, HED 101 may be taken as an activity elective.

NOTE: Within the Physical Education Studies program, there are two opportunities to achieve professional fitness certification. Successful completion of PPE 100 can lead to certification by the Cooper Institute as a Physical Fitness Specialist. After successful completion of the entire Physical Education Studies program, students are eligible to take the American College of Sports Medicine Health/Fitness Instructor certification exam.

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**PHYSICS ADVISEMENT SEQUENCE**  
**A.S. DEGREE**

See Liberal Arts and Sciences Program - Science Transfer Opportunities

**POLITICAL SCIENCE ADVISEMENT SEQUENCE**  
**A.S. DEGREE**

See Liberal Arts and Sciences Program - General Studies Transfer Opportunities

**PRE-FORESTRY ADVISEMENT SEQUENCE**  
**A.S. DEGREE**

See Liberal Arts and Sciences Program - Science Transfer Opportunities

**PRE-PHARMACY ADVISEMENT SEQUENCE**  
**A.S. DEGREE**

See Liberal Arts and Sciences Program - Science Transfer Opportunities
PRECISION MACHINING
A. A. S. DEGREE

This program is designed to prepare graduates for employment in the precision metal working industry. It will provide the academic course work, hands-on skills, and advanced manufacturing processes required by business. The graduates will have a working knowledge of advanced manufacturing techniques that will make them more valuable to an employer. They will be able to enter or advance in such fields as mold making, machine building, tool making, die making, CNC machinist, etc., or employment in other manufacturing areas. This program is offered in partnership with the Rochester Chapter of the National Tooling and Machining Association.

The Precision Tooling and Machining Program at MCC has successfully completed the NIMS (National Institute for Metalworking Skills) accreditation process. NIMS, 3251 Old Lee Highway, Suite 205, Fairfax, VA, 22030, phone 703-352-4871, www.nims-skills.org.

(Housed in the Applied Technologies Department)

Distribution Requirements

HUMANITIES: 6 Credit Hours
ENG 101 College Composition OR
ENG 200 Advanced Composition ................................................. 3
SPT 141 Interpersonal Speech Communication OR
SPT 143 Small Group Communication ........................................... 3
Total 6

SOCIAL SCIENCES: 6 Credit Hours
ECO 101 Introduction to Economics ................................................ 3
SOCIAL SCIENCE ELECTIVE .......................................................... 3
Total 6

NATURAL SCIENCE AND MATHEMATICS: 9-10 Credit Hours
MATHEMATICS ELECTIVE** ......................................................... 3-4
NATURAL SCIENCE ELECTIVE ..................................................... 3
MATHEMATICS**/NATURAL SCIENCE ELECTIVE................. 3
Total 9-10

TOOLING AND MACHINING: 42 Credit Hours
TAM 101 Machine Shop Theory I .................................................... 3
TAM 105 Machine Project Lab OR
PROGRAM TECHNICAL ELECTIVE* ........................................... 3
TAM 121 Mathematics for Machinists I ........................................... 3
TAM 123 Mathematics for Machinists II ......................................... 3
TAM 131 Machine Shop Print Reading I ......................................... 3
TAM 132 Machine Shop Print Reading II ....................................... 3
TAM 139 CNC Vertical Machine Tool Programming I .................. 3
TAM 141 Machine Shop Laboratory ............................................... 3
TAM 142 CNC Mill Setup OR
TAM 143 CNC Lathe Setup .......................................................... 3
TAM 155 Tool and Fixture Design .................................................. 3
TAM 205 CNC Machine Project Laboratory OR
PROGRAM TECHNICAL ELECTIVE* ........................................... 3
TAM 241 Advanced Machine Shop Laboratory ......................... 3
TAM 245 Computer Aided Manufacturing .................................. 3
TAM 255 Computer Aided Manufacturing Project Laboratory OR
PROGRAM TECHNICAL ELECTIVE* ........................................... 3
Total 42

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
Physical/Health Education ........................................................... 2
Total 2

TOTAL CREDITS 65-66

TAM PROGRAM TECHNICAL ELECTIVES
TAM 115 Principles of Metallurgy (2) ........................................... 3
TAM 142 CNC Mill Setup (1,2) ...................................................... 3
TAM 143 CNC Lathe Setup (2) ........................................................ 3
TAM 151 Geometric Dimensioning and Tolerancing for Machinists (1,2) ......................................................... 3
TAM 242 Machine Shop Practice IV .............................................. 3
TAM 251 Statistical Process Control (SPC) for Machinists (1) ....... 3
TAM 246 Computer Aided Manufacturing 2 .................................. 3

NOTE: (1)-Fall Course Offering; (2)-Spring Course Offering
* Students currently working in the precision machining industry may substitute a program elective for TAM 105, TAM 205, and TAM 255, based on work experience and approval of a faculty advisor.
** Mathematics elective should be selected with guidance from faculty advisor. MTH 104, MTH 140, MTH 141, or MTH 160 or higher will be accepted. Those contemplating a higher level degree should seek advisement for transfer information.

NOTE: All students enrolled in the program should take the MCC placement exam for advisement prior to registration. It is recommended that students have a minimum of 2 years of high school math or place MTH 104 or higher on the placement exam prior to enrolling in this program. Please seek advisement from the TAM Coordinator or faculty prior to registration. Call 585-292-3700 for advisement times.

PRECISION MACHINING - OPTICAL FABRICATION
CERTIFICATE PROGRAM

This certificate program is designed to prepare graduates for employment in the precision machining industry with special emphasis on optical fabrication. Optical fabrication is the manufacturing of optical components used in lasers, fiber optics, and digital imaging. Students will learn the principles and practices of precision metalworking and then apply these skills to the materials used in fiber optics, digital imaging, lasers, and other technological applications.

(Housed in the Applied Technologies Department)

Distribution Requirements

FIRST SEMESTER: 16 Credit Hours
TAM 121 Mathematics for Machinists I ........................................... 3
TAM 131 Machine Shop Print Reading I ......................................... 3
TAM 101 Machine Shop Theory I .................................................... 3
OPT 131 Optical Elements and Ray Optics ................................... 4
Total 16

SECOND SEMESTER: 14-15 Credit Hours
TEK 101 Computer Applications for Technicians OR
CRC 113 Introduction to microsoft Excel ................................... 1-2
TAM 123 Mathematics for Machinists II ......................................... 3
TAM 129 Machine Shop Theory II ................................................. 3
TAM 142 CNC Mill Setup OR
TAM 143 CNC-Lathe Setup .......................................................... 3
TAM 205 CNC Machining Project Lab ........................................... 2
OPT 135 Measurement and Analysis ........................................... 4
Total 16-17

TOTAL CREDITS 32-33

www.monroecc.edu/go/academicprograms

Academic Programs 123
This certificate program is designed to prepare graduates for employment in the precision metal-working industry in Monroe County and the Finger Lakes Region of New York State. Included in this certificate is the course work and hands-on skills development necessary to enter apprenticeship programs in mold making, machine building, tool and die making, or employment in production machining. Students enrolling in this program can also prepare for majors in the mechanical, quality, or manufacturing programs offered at Monroe Community College.

Through our partnerships with the local manufacturing community, including member companies of the Rochester Tooling and Machining Association, students can participate in co-ops and transition into employment after only one semester of study. All TAM courses are approved as technical related instruction by the Bureau of Apprenticeship Training and used by the area’s local manufacturers as a means of educating current employees.

The Precision Tooling and Machining Program at MCC has successfully completed the NIMS (National Institute for Metalworking Skills) accreditation process. NIMS, 3251 Old Lee Highway, Suite 205, Fairfax, VA, 22030; phone 703-352-4871; www.nims-skills.org.

Distribution Requirements Credit Hours

**FIRST SEMESTER**
- TAM 121 Mathematics for Machinists I ................................................................. 3
- TAM 131 Machine Shop Print Reading I ................................................................. 3
- TAM 101 Machine Shop Theory I ........................................................................... 3
- TAM 141 Machine Shop Lab .................................................................................. 3
- TAM 105 Machine Project Lab OR PROGRAM TECHNICAL ELECTIVE* .................................................................................... 3

**SECOND SEMESTER**
- TAM 123 Mathematics for Machinists II .............................................................. 3
- TAM 132 Machine Shop Print Reading II ............................................................... 3
- TAM 139 Machine Shop Theory II ........................................................................ 3
- TAM 142 CNC-Mill Set-up OR TAM 143 CNC-Lathe Set-up ................................. 3
- TAM 205 CNC Machining Project Lab OR PROGRAM GENERAL ELECTIVE OR PROGRAM TECHNICAL ELECTIVE ................................................................. 2-3
- ENG 101 College Composition OR ENG 200 Advanced Composition ............... 3

**TOTAL CREDITS 32-33**

**PROGRAM TECHNICAL ELECTIVE**
- TAM 115 Principles of Metallurgy
- TAM 142 CNC Mill Set-up
- TAM 143 CNC Lathe Set-up
- TAM 151 Geometric Dimensioning and Tolerancing for Machinists
- TAM 155 Tool and Fixture Design
- TAM 241 Advanced Machine Shop Lab
- TAM 242 Machine Shop Practice IV
- TAM 245 Computer Aided Manufacturing
- TAM 246 Computer Aided Manufacturing 2
- TAM 251 Statistical Process Control (SPC) for Machinists
- TAM 255 Computer Aided Manufacturing Laboratory

**PROGRAM GENERAL ELECTIVE**
- BUS 104 Introduction to Business
- CRC 101 Practical Computer Literacy
- ECO 103 Personal Money Management
- ENG 251 Technical Communications

**ADDITIONAL RECOMMENDED COURSES FOR APPRENTICESHIP TRAINING**
- TAM 155 Toolroom Technology I
- TAM 242 Machine Shop Practice IV

* Students currently working in the precision machining industry may substitute a program technical elective for TAM 105 and a program general elective for TAM 205 based on work experience and approval of a faculty advisor.

NOTE: All students enrolled in the Certificate program should take the MCC AccuPlacer exam for advisement prior to registration. It is recommended that students have a minimum of two years high school math or place at the level of MTH 104 or higher on the AccuPlacer exam prior to enrolling in this program. Please seek advisement from the TAM Coordinator or a faculty advisor prior to registration. Call 585-292-3700 for an appointment or for advisement times.
PUBLIC RELATIONS

A.S. DEGREE

The Public Relations program is designed to prepare students for transfer to a four-year college or university offering programs in public relations, communications, and mass media. The curriculum provides a foundation in liberal arts and a background in communication theory, media writing and public relations. The program will enable students to better understand the role of public relations today in business, government, education and non-profit organizations.

(Housed in the Visual and Performing Arts Department)

Distribution Requirements

HUMANITIES: 15 Credit Hours
ENG 101 College Composition OR ENG 200 Advanced Composition .................................................. 3
COM 120 MEDIA LITERACY ........................................................................................................... 3
PLUS TWO OF THE FOLLOWING:
SPT 141 Interpersonal Speech Communication OR SPT 142 Fundamentals of Public Speaking OR SPT 143 Small Group Communication ................................................................. 6
HUMANITIES ELECTIVE ........................................................................................................... 3
Total 15

SOCIAL SCIENCES: 9 Credit Hours
ANT 101 General Anthropology OR
PSY 101 Introductory Psychology OR
SOC 101 Introductory Sociology ................................................................. 3
ECO 111 Principles of Microeconomics .................................................................................... 3
SOCIAL SCIENCE ELECTIVE ..................................................................................................... 3
Total 9

MATHEMATICS & NATURAL SCIENCES: 6-7 Credit Hours
MTH 150 Survey of Mathematics OR
MTH 151 Mathematics of Our World OR
MTH 160 Statistics I OR higher.................................................................................................. 3
NATURAL SCIENCE ELECTIVE .................................................................................................. 4
Total 6-7

COMMUNICATIONS & BUSINESS: 10 Credit Hours
COM 101 Introduction to Mass Media .................................................................................... 3
COM 109 An Introduction to Public Relations ........................................................................... 3
COM 130 Media Writing .............................................................................................................. 3
COM 270 Media & Society ........................................................................................................... 3
MAR 200 Principles of Marketing .............................................................................................. 3
MAR 204 Advertising ................................................................................................................ 3
Total 18

GENERAL EDUCATION ELECTIVES: 12 Credit Hours
* Electives ................................................................................................................................. 12
Total 12

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours
Physical/Health Education ........................................................................................................ 2
Total 2

TOTAL CREDITS: 62-63

* Students planning to transfer to a SUNY college or university must select liberal arts courses that fulfill SUNY General Education requirements.

www.monroecc.edu/go/academicprograms

RADIOLOGIC TECHNOLOGY

A.A.S. DEGREE

The radiologic technologist, also known as a radiographer, is a health care professional who administers ionizing radiation (x-rays) to produce anatomic images for diagnostic, therapeutic and research purposes. The images may be recorded photographically or digitally and are interpreted by a licensed practitioner such as a radiologist (specialized physician) in the diagnosis and treatment of injury, anomalies and disease. This curriculum qualifies the student for an A.A.S. degree in Diagnostic Radiologic Technology only. Students attend didactic and laboratory classes on campus and clinical classes at area hospitals. The student is responsible for arranging transportation to and from the College and hospitals when required.

The Radiologic Technology program is a 21-month program accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182; phone (312)704-5300; fax: (312)704-5304 (7-94). The JRCERT is recognized by the United States Department of Education as the national accreditation agency of programs for the radiographer. Successful completion of academic work and clinical experience prepares the student for admission to the American Registry Certification Examination and New York State Licensure.

Radiologic Technology is a high demand, competitive program. Readmission to the radiologic technology program is not automatic. Readmission eligibility is dependent on documented extenuating circumstances that warrant consideration and must be made within one year. Students seeking readmission to the program should contact the Admissions Office or Advising Center. Readmission would be considered only on a space-available basis.

(Housed in the Health Professions Department)

Distribution Requirements

FIRST SEMESTER
ENG 101 College Composition OR ENG 200 Advanced Composition ........................................... 3
BIO 142 Human Anatomy ........................................................................................................... 4
MTH 150 Statistics I OR MTH 160 Statistics II OR MTH 165 College Algebra (or higher) * ............................. 3
XRT 111 Radiographic Technology I ** .......................................................................................... 3
XRT 151 Orientation/Clinical Education I ** ................................................................................. 4
Total 23

SECOND SEMESTER
HUMANITIES ELECTIVE ............................................................................................................ 3
PHY 141 Radiographic Physics .................................................................................................. 3
XRT 122 Radiographic Technology II ** ..................................................................................... 6
XRT 152 Clinical Education II ** ............................................................................................. 4
Total 16

First Summer Session
XRT 153 Clinical Education III ** .............................................................................................. 4
Total 4

THIRD SEMESTER
PSY 101 Introductory Psychology .............................................................................................. 3
XRT 211 Radiographic Technology III ** .................................................................................. 3
XRT 251 Clinical Education IV ** .............................................................................................. 6
XRT 220 Radiographic Pathology I ............................................................................................ 1
XRT 215 Sectional Anatomy ** .................................................................................................. 1
Total 16

FOURTH SEMESTER
SOCIAL SCIENCE ELECTIVE ................................................................................................... 3
XRT 222 Radiographic Technology IV ** .................................................................................. 5
XRT 252 Clinical Education V ** .............................................................................................. 6
XRT 230 Radiographic Pathology II ............................................................................................ 1
Total 17

www.monroecc.edu/go/academicprograms
Second Summer Session (optional)

XRT 253 Supplemental Clinical Education ................................................................. Variable

PHYSICAL/HEALTH EDUCATION: 2 Credit Hours

Physical/Health Education*** ......................................................................................................... 2

Total 2

TOTAL CREDITS 78

Seven (7) weeks of study and clinical experience for the first freshman summer session is required to complete degree requirements and prerequisites for certification and licensure. This summer session includes course work and clinical experience at a hospital and/or the college laboratory on a full time basis (40 hours per week).

Admission to this program is conditional upon meeting medical requirements, clearance of existing problem(s), and ability to meet technical standards (physical demands) of the program.

Proof of current CPR certification is required for graduation.

* Students should consult with a program advisor for selection of proper Mathematics course.
** A grade of C or better is required to remain in the Radiologic Technology Program.
*** HED 118 Introduction to Safety and Emergency Care is recommended.
**** A grade of C or better is required to graduate.
***** A grade of C or better or successful completion of XRT 253 is required to graduate.

SUSTAINABILITY CERTIFICATE PROGRAM

Sustainability, which is grounded on the conviction that societies should develop ways to meet their present needs without compromising the ability of future generations to provide for their own needs, is a field of concern and inquiry that overlaps a vast array of disciplines. Rather than focusing on one particular area of concern, the certificate in sustainability is designed to provide students with a broad understanding of the issues, topics, and disciplines that sustainability encompasses. Courses in the certificate program will focus on the social, economic, institutional and environmental aspects of sustainable development as they relate to both human society and the non-human environment. The objectives of the certificate program are three fold: to introduce students to the ways that different disciplines affect and are affected by the field of sustainability; to help students understand the complex web of cause and effect that interconnects those disciplines; and to connect an understanding of sustainability to larger issues of energy, the environment, social and economic justice, agriculture, etc.

In contrast to MCC’s stand-alone, vocational certificates, the sustainability certificate is designed to complement the college’s associate degree programs by allowing a given student to earn credit toward his/her degree while at the same time pursuing what amounts to a minor field of study in sustainability. The certificate requires students to complete 16-20 credits of coursework relevant to the study of sustainability; students will complete at least one approved course in each of three core areas (natural science, social science, and humanities) and may choose the remaining six credits from the list of core courses or from a list of approved electives. Sustainability is becoming a priority in a number of fields, including business, agriculture, law, natural science, and technology. This certificate will provide evidence that a given student has completed a coherent course of study in the emerging field of sustainability.

Distribution Requirements

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATURAL SCIENCES*</td>
<td>3 to 4</td>
</tr>
<tr>
<td>BIO 116 Introduction to Environmental Science OR</td>
<td></td>
</tr>
<tr>
<td>GEO 152 Environmental Geology OR</td>
<td></td>
</tr>
<tr>
<td>BIO 260 General Ecology ................................................................................. 3-4</td>
<td></td>
</tr>
<tr>
<td>Total: 3-4</td>
<td></td>
</tr>
<tr>
<td>SOCIAL SCIENCES*</td>
<td>3</td>
</tr>
<tr>
<td>GEG 102 Human Geography OR</td>
<td></td>
</tr>
<tr>
<td>SOC 209 Environmental Sociology .............................................................. 3</td>
<td></td>
</tr>
<tr>
<td>Total: 3</td>
<td></td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>3</td>
</tr>
<tr>
<td>ENG 105 Introduction to Literature (Sustainability Focus) OR</td>
<td></td>
</tr>
<tr>
<td>PHL 105 Technology and Values ...................................................................... 3</td>
<td></td>
</tr>
<tr>
<td>Total: 3</td>
<td></td>
</tr>
<tr>
<td>SERVICE-LEARNING ELECTIVE</td>
<td>1-3</td>
</tr>
<tr>
<td>SVL 106 Topics in Service-Learning (Sustainability) OR</td>
<td></td>
</tr>
<tr>
<td>SVL 101 Service-Learning Seminar OR</td>
<td></td>
</tr>
<tr>
<td>Any course with a Service-Learning designation ................................................ 1-3</td>
<td></td>
</tr>
<tr>
<td>Total: 1-3</td>
<td></td>
</tr>
</tbody>
</table>

* Students with strong math skills should consult with their advisor to select the appropriate math course.
** Students who have completed ACC 101 and ACC 102 may substitute that sequence for ACC 130.
*** CIS 121 or the combination of CRC 113, 115, 116, 117.

SMALL BUSINESS MANAGEMENT CERTIFICATE PROGRAM

Small Business Management is a certificate program designed to aid those students who already manage their own companies, are contemplating starting their own businesses, or work for a small business concern. This program will provide basic knowledge in the fields of accounting, marketing, management, and customer service. These credits may be applied to requirements for an A.A.S. degree in Applied Business or an A.A.S. in Entrepreneurship if a student decides to matriculate into either of those programs.

(Housed in the Business Administration and Economics Department)

Distribution Requirements

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 130 Modern Business Mathematics (recommended) OR</td>
<td></td>
</tr>
<tr>
<td>MTH 104 Intermediate Algebra or higher (not MTH 150)* .................................................. 3</td>
<td></td>
</tr>
<tr>
<td>BUS 200 Legal Environment of Business ............................................................... 3</td>
<td></td>
</tr>
<tr>
<td>BUS 110 Entrepreneurial Studies I .......... 3</td>
<td></td>
</tr>
<tr>
<td>ENG 101 College Composition OR</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>MAR 200 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Total: 15</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 130 Introductory Accounting and Financial Analysis ** .................................. 4</td>
<td></td>
</tr>
<tr>
<td>BUS 135 Supervising for Quality ............ 3</td>
<td></td>
</tr>
<tr>
<td>BUS 210 Entrepreneurial Studies II</td>
<td>3</td>
</tr>
<tr>
<td>CIS 121 Microsoft Office***</td>
<td>4</td>
</tr>
<tr>
<td>MAR 201 Dynamics of Selling</td>
<td>3</td>
</tr>
<tr>
<td>Total: 17</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CREDITS 32
ELECTIVES: 6-7 credits
Students must choose their remaining courses from the following.*

BIO 114 Natural History of Rochester
BIO 116 Introduction to Environmental Science
BIO 156 General Biology II
BIO 170 Marine Life
BIO 280 General Ecology
ECO 101 Introduction to Economics
ECO 112 Principles of Macroeconomics
ENG 101 College Composition (Sustainability Focus)
GEG 102 Human Geography
GEG 104 Weather and Climate
GEG 211 Economic Geography
GEO 137 Dangerous Earth
GEO 152 Environmental Geology
PHL 105 Technology and Values
PHL 210 Philosophies of Social Responsibility
SOC 150 Perspectives on Global Interdependence
SOC 209 Environmental Sociology

Total 6-7

TOTAL CREDITS 16-20

* Consult the College Catalog as some of these courses have pre-requisites.

TEACHER EDUCATION TRANSFER
A.A. DEGREE

See LIBERAL ARTS AND SCIENCES - EDUCATION

TEACHING ASSISTANT: ADOLESCENCE
CERTIFICATE PROGRAM

This program will prepare students with the required coursework for a successful career as a Teaching Assistant/Paraprofessional. The Teaching Assistant certificate provides an opportunity for teaching assistants and individuals interested in K-12 education to begin their higher education in a gradual and supportive manner. The program fulfills the college credit hour requirements for New York State level II, III and pre-professional Teaching Assistant Certificate. The certificate will also transfer into an Associate of Arts Teacher Education Degree leading to a baccalaureate degree and NYS Teacher Certification for students interested in pursuing teaching as a career.

This course of study provides students with the opportunity to experience the basic fundamentals of teaching in the classroom while studying various integral aspects of the profession. The course of study also provides students with a balance of coursework between completing education classes, general education coursework, and elective coursework.

Graduates of this program receive a solid foundation in both the liberal arts and sciences as well as the educational functions of teaching assistants and may find employment in pre-school, elementary and secondary schools.

(Housed in the Education Department)

Distribution Requirements Credit Hours
EDU 100 Introduction to the Teaching Profession ..............................................................1
EDU 150 Performance and Presentation Skills for Educators ...........................................3
EDU 200 Foundations of Education .................................................................................3
ENG 101 College Composition OR
ENG 200 Advanced Composition .................................................................................3
HED 130 Foundations of Personal Health and Wellness ...................................................3
HIS 111 History of the United States to 1865 OR
HIS 112 History of the United States from 1865 .............................................................3
PSY 101 Introductory Psychology ...................................................................................3
PSY 202 Developmental Psychology Adolescent .............................................................3
PSY 261 Psychology of Learning and Behavior Disorders .............................................3
MATH/SCIENCE ELECTIVES* ......................................................................................... 6-8

TOTAL CREDITS 31-33

* MTH 150 or higher. See advisor for appropriate placement.
### Teaching Assistant: Early Childhood/Childhood Certificate Program

This program will prepare students with the required coursework for a successful career as a Teaching Assistant/Paraprofessional. The Teaching Assistant certificate provides an opportunity for teaching assistants and individuals interested in K12 education to begin their higher education in a gradual and supportive manner. The program fulfills the college credit hour requirements for New York State level II, III and pre-professional Teaching Assistant Certificate. The certificate will also transfer into an Associate of Arts Teacher Education Degree leading to a baccalaureate degree and NYS Teacher Certification for students interested in pursuing teaching as a career.

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(Housed in the Education Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100 Introduction to the Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>EDU 200 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>HED 116 Issues in Child Development and Health</td>
<td>3</td>
</tr>
<tr>
<td>MTH 155 Mathematics for Elementary Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 156 Mathematics for Elementary Teachers II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201 Developmental Psychology Child</td>
<td>3</td>
</tr>
<tr>
<td>PSY 261 Psychology of Learning and Behavior Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SCI 131 Integrated Science for Future Teachers I - The Physical World</td>
<td>4</td>
</tr>
<tr>
<td>SCI 132 Integrated Science for Future Teachers II - The Living World</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 33**

### Teaching Assistant: Technology Certificate Program

This program will prepare students with the required coursework for a successful career as a Teaching Assistant/Paraprofessional. The Teaching Assistant certificate provides an opportunity for teaching assistants and individuals interested in K12 education to begin their higher education in a gradual and supportive manner. The program fulfills the college credit hour requirements for New York State level II, III and pre-professional Teaching Assistant Certificate. The certificate will also transfer into an Associate of Arts Teacher Education Degree leading to a baccalaureate degree and NYS Teacher Certification for students interested in pursuing teaching as a career.

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(Housed in the Education Department)

<table>
<thead>
<tr>
<th>Distribution Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100 Introduction to the Teaching Profession</td>
<td>1</td>
</tr>
<tr>
<td>EDU 200 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>HED 116 Issues in Child Development and Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201 Developmental Psychology Child</td>
<td>3</td>
</tr>
<tr>
<td>PSY 261 Psychology of Learning and Behavior Disorders</td>
<td>3</td>
</tr>
<tr>
<td>MATH/SCIENCE ELECTIVE*</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Total 22-23**

**PROGRAM ELECTIVES: 9-10 credits (select 3 from list below)**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAD 104 Intro to Graphic Design, 2D</td>
</tr>
<tr>
<td>AAD 105 Typography</td>
</tr>
<tr>
<td>AAD 112 Graphic Design I</td>
</tr>
<tr>
<td>AAD 160 Graphic Illustration, Vector Drawing</td>
</tr>
<tr>
<td>AAD 205 Graphic Design 2</td>
</tr>
<tr>
<td>AAD 260 Applied Imaging, Raster Graphics</td>
</tr>
<tr>
<td>CIS 121 Microsoft Office</td>
</tr>
<tr>
<td>CRC 101 Practical Computer Literacy</td>
</tr>
</tbody>
</table>

**Total 9-10**

**TOTAL CREDITS 31-33**

* MTH 150 or higher. See advisor for appropriate placement.
### TELECOMMUNICATIONS SERVICES TECHNOLOGY

**CERTIFICATE PROGRAM**

This certificate program is intended for students interested in preparing for entry in the telecommunications services technician field. Upon completion of the program, graduates will be qualified for entry-level jobs in the electronic telecommunications industry and will be skilled in the troubleshooting and maintenance of digital and microcomputer-based communications systems.

(Housed in the Engineering Technologies Department)

**Distribution Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT 130 Basic Electricity and Electronics</td>
<td>3</td>
</tr>
<tr>
<td>TEK 101 Computer Applications for Technicians</td>
<td>2</td>
</tr>
<tr>
<td>TLC 101 Telecommunications Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>TLC 111 Fiber Installation and Maintenance</td>
<td>2</td>
</tr>
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</table>

**Total 10**

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPT 115 Introduction to Networks</td>
<td>3</td>
</tr>
<tr>
<td>ELT 232 Electronics for Non-Majors</td>
<td>4</td>
</tr>
<tr>
<td>TLC 151 The Public Switched Telephone Network</td>
<td>4</td>
</tr>
<tr>
<td>TELECOMMUNICATIONS SERVICES ELECTIVE*</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 14**

**TOTAL CREDITS 24**

* OPT 153, CPT 215

### TOOLING AND MACHINING

**CERTIFICATE PROGRAM**

See PRECISION TOOLING CERTIFICATE

### TOOLING AND MACHINING

**A.A.S. DEGREE**

See APPRENTICE TRAINING: MACHINE TRADES A.A.S.

### TRANSITIONAL STUDIES

**NON-DEGREE**

The Transitional Studies Department helps students prepare for Monroe Community College Career or Transfer Programs. Students admitted to the College through Transitional Studies (TS01) will register for a combination of courses on the basis of a registration/advisement session with a member of the Transitional Studies faculty. An evaluation of courses and/or credits will be made near the end of each semester and a change to another College program may be made as a result of that evaluation.

The Transitional Studies Department serves both students enrolled in the Transitional Studies Program and students in degree or certificate programs. Students receive advisement, orientation, instruction, and support geared for their success in college. Through this assistance, underprepared students build skills in reading, writing, math, study skills, and college orientation. They also build their confidence in their academic success. Student Support Services staff work with the faculty of the Transitional Studies Department to ensure that students obtain timely assistance and appropriate feedback as they progress in their coursework.

(Housed in the Transitional Studies Department)

**Courses Fee Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REA 098 Reading Strategies</td>
<td>3</td>
</tr>
<tr>
<td>REA 101 College Literacy and Reading</td>
<td>3**</td>
</tr>
<tr>
<td>TRS 092 Basic Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>TRS 094 Pre-Algebra</td>
<td>5</td>
</tr>
<tr>
<td>TRS 101 Basic Reading, Writing and Learning Skills</td>
<td>6</td>
</tr>
<tr>
<td>TRS 103 Intermediate Writing Skills</td>
<td>3</td>
</tr>
<tr>
<td>TRS 105 Fundamentals of Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

* Fee hours for financial aid purposes.
** Credit hours course.
TRAVEL AND TOURISM
CERTIFICATE PROGRAM

This program is designed for the student who is primarily interested in a travel and tourism concentration without the broad liberal arts background. A graduate of this program will have established a basis for a career in the travel and tourism industry, and will be qualified for at least entry-level positions in tour companies, travel agencies, tourism bureaus, cruise lines, car rental companies, and hotels. Cooperative Education provides work-based experience to expand students’ learning opportunities. (Housed in the Hospitality Department)

Distribution Requirements
Credit Hours
FIRST SEMESTER
GEG 215 Geography of Tourism Destinations ......................................................... 3
TVL 101 Introduction to Travel and Tourism ............................................................ 3
TVL 131 Documentation in the Tourism Industry ..................................................... 3
TVL 210 Introduction to Airline Reservations Systems: SABRE OR
TVL 220 Introduction to Airline Reservations Systems: APOLLO ................................. 3
Total 15

SECOND SEMESTER
CRC/CIS ELECTIVE ........................................................................................................ 3
ENG 101 College Composition OR
ENG 200 Advanced Composition .............................................................................. 3
HSP 102 Hospitality Service ....................................................................................... 4
TVL 231 Tourism Specialization .................................................................................... 3
TVL 275 Current Issues in Tourism .............................................................................. 3
Total 16

SUMMER SEMESTER
CE 260 Cooperative Education: Hospitality* .............................................................. 4
Total 4

TOTAL CREDITS 35

* Students can take the Cooperative Education course during a semester or during the summer.

VISUAL COMMUNICATION TECHNOLOGY: GRAPHIC ARTS/ PRINTING
A.A.S. DEGREE

The Visual Communications Technology: Graphic Arts/Printing program is designed as a specific career path for students interested in gaining employment in fields such as graphic design and printing. A combination of lectures, laboratory projects and hands-on experiences provides students with an excellent foundation in the design and production of graphics and the operation of printing press equipment, and introduces them to business practices common to the field. This program encourages the selection of electives in art and business to build a strong professional base for careers in the graphic arts field. (Housed in Visual and Performing Arts Department)

Distribution Requirements
Credit Hours
HUMANITIES: 9 Credit Hours
ENG 101 College Composition OR
ENG 200 Advanced Composition ............................................................................... 3
HUMANITIES ELECTIVES .................................................................................................. 6
Total 9

SOCIAL SCIENCE: 6 Credit Hours
SOCIAL SCIENCE ELECTIVES ...................................................................................... 6
Total 6

NATURAL SCIENCE AND MATHEMATICS: 6-8 Credit Hours
MATHEMATICS ELECTIVE .......................................................................................... 3-4
NATURAL SCIENCE ELECTIVE ...................................................................................... 3-4
Total 6-8

COMMUNICATION COURSES: 33-35 Credit Hours
AAD 104 Intro to Graphic Design, 2D ........................................................................... 3
AAD 105 Typography .................................................................................................... 3
AAD 107 A History of Graphic Design ......................................................................... 3
AAD 112 Graphic Design I ............................................................................................ 3
AAD 160 Graphic Illustration, Vector Drawing ............................................................ 3
AAD 205 Graphic Design 2 .......................................................................................... 3
AAD 250 Printing Processes ........................................................................................ 4
AAD 260 Applied Imaging, Raster Graphics .............................................................. 3
COM 101 Introduction to Mass Media ......................................................................... 3
PHO 106 Photography I ............................................................................................... 3
ART ELECTIVE* ............................................................................................................ 2-4
Total 33-35

GENERAL ELECTIVES: 6 Credit Hours
GENERAL ELECTIVES .................................................................................................. 6
Total 6

PHYSICAL/HEALTH
EDUCATION: 2 Credit Hours
Physical/Health Education .......................................................................................... 2
Total 2

TOTAL CREDITS 62-66

* ART 104, 109, 125, 130, 154, 204, 231 and NYC Trip.
## VISUAL COMMUNICATION TECHNOLOGY: PHOTOGRAPHY-TELEVISION
### A.A.S. DEGREE

This program is designed for individuals seeking professional training in photography, television, radio, and video. The curriculum prepares students for entry level positions in these fields, as well as transfer to colleges and universities with communication programs. In addition to intensive hands-on laboratory experiences covering visual principles, materials, equipment and processes, television, radio and audio production techniques and electronic image creation, the student will explore business practices and procedures commonly associated with the media field.

This program encourages the selection of electives that are most appropriate to the student’s specific career goals and/or transfer program requirements of four-year institutions. Courses in speech, theater, art, business and introductory computer activities are highly desirable additions to the basic program.

(Housed in the Visual and Performing Arts Department)

### Distribution Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMANITIES: 12 Credit Hours</td>
<td></td>
</tr>
<tr>
<td>ENG 101 College Composition OR ENG 200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPT 140 Introduction to Speech Communication OR SPT 141 Interpersonal Speech Communication OR SPT 142 Public Speaking OR SPT 143 Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>HUMANITIES ELECTIVES</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SOCIAL SCIENCE: 6 Credit Hours</td>
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<tr>
<td>SOCIAL SCIENCE ELECTIVES</td>
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<tr>
<td>Total</td>
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</table>

<table>
<thead>
<tr>
<th>Category</th>
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### COMMUNICATION COURSES: 33 Credit Hours

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<tr>
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<td>AAD 104 Intro to Graphic Design, 2D OR AAD 210 Professional Practices</td>
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<td>COM 115 Computer Generated Images OR COM 116 Animation and Special Effects</td>
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<td>COM 120 Media Literacy</td>
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<td>COM 150 Video Production and Editing OR COM 160 Video Production and Editing</td>
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<td>COM 202 Techniques of Television I</td>
<td>3</td>
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<tr>
<td>COM 270 Media and Society</td>
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<td>PHO 106 Media Photography I</td>
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### COMMUNICATION ELECTIVES (Choose 15 Credits)

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<td>AAD 260 Applied Imaging, Raster Graphics</td>
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<td>COM 141 Introduction to Radio and Television</td>
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<td>COM 142 Broadcast Performance</td>
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<td>COM 202 Techniques of Television I</td>
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<td>COM 203 Animation and Special Effects</td>
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<td>COM 204 Radio Production</td>
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<td>COM 211 Practicum in Media I</td>
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<td>COM 221 Practicum in Media II</td>
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<td>COM 230 Scriptwriting</td>
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<td>COM 264 Digital Audio/Video I</td>
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<td>PHO 135 Digital Photography</td>
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<td>PHO 213 Color Photography</td>
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<td>PHO 223 Photographic Documentation</td>
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### COMMUNICATION ELECTIVE: ANY ONE COMMUNICATION COURSE NOT LISTED ABOVE | 3 |

Total 33

### GENERAL ELECTIVE: 3 Credit Hours

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| Total | 3 |

### PHYSICAL/HEALTH EDUCATION: 2 Credit Hours

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| Total | 2 |

| TOTAL CREDITS | 62 |

---

Physical/Health Education: 2 Credit Hours

General Elective: 3 Credit Hours

Social Science Elective: 3 Credit Hours

Natural Science and Mathematics Elective: 3 Credit Hours

Communication Elective: 15 Credit Hours

Total: 62 Credits
OTHER COURSES OF STUDY

In addition to the associate degree and certificate programs listed on the previous pages, Monroe Community College offers many courses to support students, academic and career interests. Many of these courses lead to a credential or certification by an external agency. Information concerning these courses and their potential to enhance students, educational and employment goals can be obtained from the department listed or the Admissions Office.

CAREER SPECIFIC COURSES

- For courses leading to the credential of Child Development Associate, contact the Education Department at the Damon City Campus, extension 1461 (phone 262-1461).

- For courses leading to the credential of Alcoholism Counselor, contact the Human Services Department at the Damon City Campus, extension 1630 (phone 262-1628).

- For courses leading to the credential of Public School Coach, contact the Health & Physical Education Department at the Brighton Campus, 292-2061.

- For courses leading to the credential Health Fitness Instructor, contact the Health & Physical Education Department at the Brighton Campus, 292-2061.

- For courses leading to the credential Emergency Medical Technician, contact the Public Safety Training Center at the Damon City Campus at 262-1467.

- For courses leading to certification in CPR and community first aid and safety, contact the Health & Physical Education Department at the Brighton Campus at 292-2061.

- For courses leading to certification (MCC) in advanced medical records classification in acute care, contact the Health Information Management Department at the Brighton Campus at 292-2039.

- For courses leading to certification (MCC) in advanced medical records classification in long-term care, contact the Health Information Management Department at the Brighton Campus at 292-2039.

- For courses leading to certification in medical transcription, contact the Health Information Management Department at the Brighton Campus at 292-2039.

- For courses leading to certification (MCC) in medical transcription management, contact the Health Information Management Department at the Brighton Campus at 292-2039.

- For courses leading to certification in interior design, contact the Visual and Performing Arts Department at the Brighton Campus at 292-3387.
MCC’s Honors Program helps outstanding students reach their academic goals. The program affords MCC students the opportunity to develop a personal mentor relationship with an Honors faculty member that will last until they complete their MCC degree. This is characteristic of the highest quality liberal arts colleges -- a level of attention that prominent national universities seldom afford their undergraduates. Many honors students continue their studies at prestigious four-year colleges and universities such as Amherst, Cornell, SUNY Geneseo, and the University of Rochester.

For further information, call MCC’s Honors Studies Office at 585.292.3351 or visit www.monroecc.edu/go/honors

To participate in MCC’s Honors Institute, a 3.5 GPA and/or a professor’s recommendation is required.
## COURSE ABBREVIATIONS

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[www.monroecc.edu/go/courses]
**Accounting**

**ACC 101  Accounting Principles I  4 Credits**
Basic principles of financial accounting for the business enterprise with emphasis on the valuation of business assets, measurement of net income, and double-entry techniques for recording transactions. Introduction to the cycle of accounting work, preparation of financial statements, and adjusting and closing procedures. Four class hours.
Pre-requisite: MTH 098 or MTH 130 or equivalent.

**ACC 102  Accounting Principles II  4 Credits**
A continuation of the basic principles of financial accounting including a study of corporation accounts and the statement of cash flows. The course deals with the development of accounting theory with emphasis on managerial techniques for interpretation and use of data in planning and controlling business activities. Four class hours.
Pre-requisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

**ACC 110  Fundamentals of Accounting I  2 Credits**
An introductory course in the study of the basic accounting cycle. The recording and summarizing aspects will be covered with an emphasis on analysis of financial information and the role of accounting in the decision making process. No credit given for both ACC 101 and ACC 110. Successful completion of both ACC 110 and ACC 111 is equivalent to ACC 101. Two class hours, one conference hour.
Pre-requisite: MTH 098 or MTH 130 or equivalent.

**ACC 111  Fundamentals of Accounting II  2 Credits**
A continuation of ACC 110. Includes coverage of the summary function, preparation and analysis of financial statements, cash control, receivables, inventory valuation, plant assets, and current liabilities. No credit given for both ACC 101 and ACC 111. Successful completion of both ACC 110 and ACC 111 is equivalent to ACC 101. Two class hours.
Pre-requisite: ACC 110

**ACC 130  Introductory Accounting and Financial Analysis  4 Credits**
Basic principles of both financial and managerial accounting with the focus on what accounting information is, what it means, and how to use it. Students will learn that accounting is a vital link between business events and business decisions. Four class hours.
Pre-requisite or corequisite: MTH 098 or MTH 130 or equivalent.

**ACC 201  Accounting Applications  3 Credits**
An applied/practical approach to the operation of computerized general ledger system. Material covered will include accounts receivable, inventory management, sales invoicing, accounts payable, and cash management. Emphasis is placed on the use of special journals, subsidiary ledgers, and data entry/retrieval. Scheduled to be offered in the Fall Semester during the day and the Spring Semester during the evening. Three class hours.
Pre-requisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

**ACC 202  Payroll Accounting  2 Credits**
To provide an interesting and useful understanding of accounting for payroll. The course will cover all the basics of payroll, including many of the laws affecting payroll. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Two class hours.
Pre-requisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

**ACC 204  Tax Procedures  3 Credits**
A study of federal, state, and local tax law and procedures for corporations, partnerships, and individuals. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Three class hours.
Pre-requisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

**ACC 210  Intermediate Accounting I  4 Credits**
A more analytical treatment of accounting theory and practice, with a review and amplification of basic procedures. Topics include cash, receivables, inventories, plant assets, intangible assets, current and contingent liabilities, long-term debt and financial statement presentation and disclosure. Scheduled to be offered in the Fall Semester during the day and the Spring Semester during the evening. Four class hours.
Pre-requisite: ACC 102 with a grade of C or higher.

**ACC 220  Cost Accounting  3 Credits**
The basic procedures and techniques of accounting used to determine, accumulate and control the cost of production and distribution of goods and services in today’s economy. Process and job-order methods, standards and standard cost, techniques of cost analysis and control. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Three class hours.
Pre-requisite: ACC 102 with a grade of C or higher.

**ACC 230  Accounting Systems and Applications  3 Credits**
A hands-on introduction to software used by accountants. The course will focus on the problem-solving capabilities of Excel in handling various accounting and financial issues. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Three class hours.
Pre-requisite: ACC 101 with a grade of C or higher OR ACC 110 and ACC 111 with an average grade of C or higher; plus ACC 102 and CIS 121, both with a grade of C or higher.

**ACC 290  Independent Study  Variable Credit**
See the Department Chairperson.

**Alcohol/Chemical Dependency**

**ACD 140  Alcoholism/Chemical Dependency and the Human Service Worker  3 Credits**
Designed to heighten students’ awareness of substance abuse problems. Students will develop a base knowledge concerning the pharmacology of drugs, including the different types of drugs and their physiological and psychological effects. An exploration of the social response to their use will be included. Areas of social service practice to be covered include theories and models of the etiology of chemical dependency as well as tactics of prevention and treatment designed to meet client needs. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.

**ACD 141  Alcoholism/Chemical Dependency Treatment Modalities  3 Credits**
Provides students with a comprehensive education related to the broad range of planned and continuing services, included, but not limited to: diagnostic evaluation, continuing assessment, counseling, medical pharmacological, psychiatric, psychological, spiritual and social care, relapse prevention, vocational rehabilitation and career counseling. Will develop cognizance of confidentiality and ethical issues involved in assessment and treatment, which may be extended to persons with alcohol and other substance abuse problems. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.
Pre-requisite: ACD 140 with a grade of C or higher

**ACD 142  Alcoholism/Chemical Dependency and the Family System  3 Credits**
Provides students with the pertinent education and training related to issues and information specific to the effects of alcohol and other drug abuse/dependency on the family system and the community, including, but not limited to, physical, developmental, psychological, cultural and sociological implications. Case management, methods of assessment, therapeutic treatment techniques and resources within the community will be addressed. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.
Pre-requisite: ACD 140 with a grade of C or higher
ACD 143 Alcoholism/Chemical Dependency Counseling Skills 3 Credits
Development of specialized skills in individual counseling specific to the field of chemical dependency. A major component will be the in-depth consideration of each client’s individual needs. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.
Prerequisite: ACD 140 with a grade of C or higher

ACD 144 Alcoholism/Chemical Dependency/ Substance Abuse Group Counseling Skills 3 Credits
Development of specialized skills in group counseling appropriate in the field of chemical dependence counseling. Methods of application of these skills and knowledge necessary for implementing effective counseling will be provided. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.
Prerequisite: ACD 140 with a grade of C or higher

ACD 145 Special Issues in the Field of Alcoholism/Chemical Dependency/ Substance Abuse 3 Credits
Provides students with the knowledge and skills that will prepare them to understand and deliver appropriate services to individuals who have been affected by the use/abuse/dependency on alcohol and other drugs. Issues will include, but not be limited to, communicable diseases, socio-cultural topics, cultural relevance, MICA population, adolescents, elderly, women, gay/lesbian population, violence and abuse, advocacy, counseling wellness, supervision, prevention, and community education. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.
Prerequisite: ACD 140 with a grade of C or higher

ACD 146 Alcohol/Chemical Dependency Internship Seminar 6 Credits
Provides students with in-depth experience in the addiction treatment field. Students will complete an internship consisting of 20 hours per week for fifteen weeks, plus a two-hour-a-week seminar. In the seminar, issues encountered by the students in their internships will be addressed, and information regarding some needed skills and knowledge will be provided. Internship hours worked in addiction prevention or treatment agencies may be counted as volunteer work hours or as educational hours toward the N.Y.S. CASAC. Two class hours, 300 experiential hours.
Prerequisite: ACD 140 with a grade of C or higher, plus two other ACD classes with a grade of C or higher and ENG 101 with a grade of C or better or permission of instructor

ANT 101 General Anthropology 3 Credits
An introduction to the fields of anthropology with emphasis on archaeology and physical anthropology. Explores the range of human biological and cultural diversity as indicated by archaeological remains and the human fossil record. Facts and theories about human nature and human culture are examined in evolutionary and comparative perspective. Three class hours.
(SUNY-SS)

ANT 102 Cultural Anthropology 3 Credits
A cross-cultural study of the variety of human adaptations to physical, social and cultural environments, primarily in terms of subsistence, technology, social groupings, government, economic organization, religion and aesthetics. Students are encouraged to discover the meaning behind cultural differences and similarities wherever they occur. Three class hours. (SUNY-SS/OWC)

ANT 110 Hosts and Guests: The Anthropology of Tourism 3 Credits
Offers an anthropological perspective on the positive and negative impacts of tourism upon a variety of cultures, peoples and environments. Includes an overview of pilgrimages, mass tourism, economic development, the “packaging” of cultures, and tourism as a sacred journey. Through case study and site visits, students also explore tourism development in Rochester. Three class hours.
(SUNY-SS)

ANT 130 Bones, Bodies and Detection 3 Credits
An introduction to the methods and techniques used by forensic anthropologists to identify and recover human remains and establish circumstances of death. Using case reports and skeletal materials, students explore how anthropologists work with other disciplines to estimate age, gender, ethnic affiliation, stature, traumatic injury and pathologies. Students will develop analytical and critical thinking skills needed to reconstruct events surrounding the life and death of individuals both ancient and modern. Three class hours. (SUNY-SS)
Prerequisite: ANT 101 or permission of instructor

ANT 201 Native American Peoples and Cultures 3 Credits
Survey of the major regional cultural divisions of North and Meso-America, with intensive analysis of Indian societies selected to illustrate the range of economic, political and social institutions, and the relevance of ecological and historical factors. Three class hours.
(SUNY-SS/OWC)
Prerequisites: ANT 101, or ANT 102 or SOC 101.
Applied Art and Design

AAD 104 (formerly COM 104) Intro to Graphic Design, 2D 3 Credits
A course which will introduce the student to basic graphic skills. Emphasis will be placed on applying the elements and principles of two-dimensional design to specific graphic design tasks in order to build visual literacy skills. Emphasis will be placed on both computer and hand skills used in the production of graphic art work.

- Course takes place within a Macintosh environment utilizing Adobe software.
- Students will be required to purchase art supplies and materials.
- Students may be required to print at a local service bureau.

AAD 112 (formerly COM 112) Graphic Design 1 3 Credits
This course explores the various aspects of graphic communication and will cover concepts, typography, layout and general graphic techniques. Course materials are designed to advance an understanding of design tools and design principles, artisanship and conceptual skills through the exploration of visual elements, order, concept and language. Three class hours.

Prerequisite: COM 104/AAD 104 and COM 105/AAD 105, or permission of instructor.

AAD 160 (formerly COM 160) Graphic Illustration: Vector Drawing 3 Credits
This course is designed to introduce the benefits, complexities and application of vector illustration and design (using Bezier curves) within a creative explorative environment. Learning to integrate traditional and digital image making techniques, students will be introduced to various methods of visual problem solving. The skills and ideas covered in this course are invaluable to students considering a career or study path in fine art, design, illustration, print media, motion graphics, animation or other media related arts.

- Course takes place within a Macintosh environment utilizing Adobe software.
- Students will be required to purchase art supplies and materials.
- Students may be required to print at a local service bureau.

Three class hours.

Prerequisite: AAD 105 Typography or permission of instructor

AAD 165 (formerly COM 165) Digital Prepress 3 Credits
Introduces the student to the essentials of digital color prepress issues. An in-depth use of digital technology in the lithographic production and printing cycle will be explored. Students will experience both the theoretical and practical challenges of new prepress tools. Topics will include color separations, digital trapping and digital halftones. Two class hours, two laboratory hours.

Prerequisites: AAD 112, AAD 160, and AAD 260, or permission of instructor.

AAD 205 (formerly COM 205) Graphic Design 2 3 Credits
This course explores the creative display, organization and communication of ideas and information through word and image. The design principles covered in these courses apply to all presentation media; print, computer, film/video, exhibit and environmental graphics. Course projects will require typographic skills and an ability to communicate with pictorial information. Three class hours, three studio hours.

Prerequisite: COM 112/AAD 112

AAD 250 (formerly COM 250) Printing Process 4 Credits
And advanced course focusing on the in-depth study of the theory and techniques of graphic arts skills covering pre-press, press and finishing stages. Students will extend their prior knowledge and skills while exploring the parameters of print media through the production of multi-component projects. By managing projects from concept development through press and finishing stages, students will gain experience in advanced project planning, output, and hands-on experience with offset presses. Projects may include a self-promotional booklet, as well as print projects for outside clients. Three class hours, two laboratory hours.

AAD 256 Motion Graphics 3 Credits
Introduction to time based graphic design. Students will be exposed to both traditional and experimental methods of producing short motion sequences. Through a series of exercises and assignments, conceptual problem solving and the design of motion graphics will be emphasized. In addition to producing short motion sequences students will also view and discuss various commercial and independent works. Students must be able to practice good organizational and planning skills. Experience in design, photo imaging and vector graphics is a plus, but not necessary.

Prerequisite: AAD 105 Typography or permission of instructor

AAD 260 (formerly COM 260) Applied Imaging, Raster Graphics 3 Credits
This course is designed to introduce the benefits, complexities and application of raster graphics, illustration and design within a creative explorative environment. The curriculum emphasizes both craft and visual problem solving. Emphasis is placed on the development of the student’s ability to apply creative thinking and contemporary techniques in creating meaningful and effective photographic illustrations and design. Course projects will emphasize use of computers, digital cameras and scanners.

- Course takes place within a Macintosh environment utilizing Adobe software.
- Students will be required to purchase art supplies and materials.
- Students may be required to print at a local service bureau. Three class hours.

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ART 101  Art Essentials  3 Credits
This course is designed to improve the student’s visual perception and expand critical awareness through a variety of hands-on studio projects. The student will become familiar with the methods, materials, media, vocabulary, and techniques of making art. This course is suggested for students who are interested in developing their creative skills but are not art majors. Two class hours, two studio hours. (SUNY-A)

ART 102  Fine Arts: Theory and Practice  3 Credits
This course is required for those enrolling in the Fine Arts degree program, planning to graduate and transfer, and is designed to be taken in the first semester. It is a springboard for a multitude of interests for a future in the arts. The student is introduced through lecture, reading, writing, and discussion, to topics addressing our expectations and the student’s preparation to succeed in the program. Additionally, an overview of the offerings in the discipline, and the expectations and interactions of the Fine Arts courses are provided. The general knowledge areas include: fine arts theory and practice; a personal development plan; the creative process and ideation; exposure to contemporary art practices; and theoretical readings.

ART 104  Drawing I: Foundation  4 Credits
An introductory course that provides the student with experiences in working with a variety of subject matter and media. Various methods and materials (such as graphite, charcoal, conte crayon, and ink) will be explored, and a variety of mixed media techniques will be introduced. A range of drawing concepts will be covered including line, mass, texture, value, color, composition, and space. Emphasis is placed on the development of observational and technical skills needed for image making. Students are responsible for purchasing their own materials for this course. (SUNY-A)

ART 107  Watercolor/Water-based Media  3 Credits
This course introduces the student to the basic tools, materials and practices of watercolor and other water-based media, with an emphasis on the exploration of contemporary approaches to these media. Experimentation with materials and solutions to problems presented in class will be emphasized to instill the student with an understanding of painting as a creative act that reflects the personal sensibilities of the artist. Involvement of the student in critical evaluation of their work and the work of others will be a major component of the course. (SUNY-A)

ART 108  The Sketchbook and the Creative Process  1 Credit
Students will explore various aspects of the sketchbook and how it can be integrated into the artist’s practice. This course begins with the assumption that art is a universal human activity, not the exclusive realm of the specialist. The sketchbook is presented as a creative tool through which anyone can explore, reflect upon, and express their experiences. Emphasis will be placed on journal activities, the development of each student’s personal style and areas of interest, and the generation of ideas. This course is designed to [re]introduce artistic activity to the non-major and to deepen that process for the art major. The sketchbook will be presented both as a work in its own right and as a preparatory tool for future creative activity. The art major who takes this course will find the sketchbook is a valuable forum for collecting visual information, experimenting with a variety of drawing materials, exploring mixed media techniques and formulating and recording ideas. One class hour. (SUNY-A)
Prerequisite: ENG 101 or permission of instructor

ART 109  Two Dimensional Design: Foundation  3 Credits
The intent of this course is to provide students with an introduction to the fundamentals of two-dimensional design. Emphasis will be placed on the elements and principles of two-dimensional design and their use as the building blocks of visual literacy. Through lectures and hands-on assignments, students will gain an understanding of the concepts, vocabulary and skills needed to facilitate their understanding of visual organization. Through the critique process students will have the opportunity to evaluate and analyze their work and the work of others. Students are responsible for purchasing their own materials for this course. Two class hours, two studio hours. (SUNY-A)

ART 110  Comics and Sequential Art  3 Credits
This class is designed to take students through the process of creating their own comic book or sequential narrative. We will also examine the evolution of the comic, how the comic book is referenced in contemporary society, and appropriate grant writing and portfolio procedures for the comic industry. The course will be divided into three areas: materials, drawing techniques, and themes. While exploring these areas of emphasis, students will begin to develop their own style and voice which will be examined through a series of critiques throughout the semester.
Prerequisite: ENG 101

ART 118  Perspectives of Art History I: Ancient  3 Credits
Introduces the student to major artistic periods from prehistoric times to the Renaissance by examining the function and role of the artist in various periods of Western and Non-Western history. Major works studied will include objects from China and Japan as well as art and architecture from ancient civilizations such as Egypt, Greece, and Rome. The major emphasis of the course will be on the roots of European artistic developments from ancient times through the Gothic period of Medieval Europe. This course can be used as a humanities or social science elective. Three class hours. (SUNY-WC/H)

ART 119  Perspectives of Art History II: Modern  3 Credits
Introduces the student to major artistic periods from the Renaissance to contemporary art by examining the function and role of the artist in various periods of history with an emphasis on the origins and developments of artistic styles such as High Renaissance, Baroque, Romanticism, Realism, and Cubism. The course will survey major works by artists such as Michelangelo, Jan van Eyck, David, Van Gogh, Picasso, Georgia O’Keeffe, and Frank Lloyd Wright. This course can be used as a humanities or social science elective. Three class hours. (SUNY-WC/H)

ART 120  Painting I  4 Credits
This course provides a foundation for a basic experience with painting. Exploration with the methods, materials and concepts of acrylic painting will be carried out in a studio setting. Through specifically assigned problems, the beginning student will develop a visual painting vocabulary. Color theory, pictorial composition, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized. Participation in individual and group critiques of work produced during the course is expected. Students are responsible for purchasing their own materials for this course. Two class hours, four laboratory hours. (SUNY-A)
Prerequisite: ART 104 or permission of instructor.

ART 121  Perspectives of Art History III: Non-Western Art  3 Credits
An introductory course that focuses on the history, development and current influences of non-western art. Particular emphasis is on objects, images and architecture from India, China, Korea, Northeast Asia, Pre-Columbian and Native North and South Americas, Africa, and the cultures of the South Pacific Islands. This course can be used as a humanities or social science elective. Three class hours. (SUNY-DWC/H)

ART 125  Three Dimensional Design: Foundation  4 Credits
This course introduces the student to how the elements of line, plane, shape, volume and mass are manipulated in the design of 3D forms. Texture, transparency, unification, modification, color, and other effects on these elements are also incorporated. The elements are defined, experimented with individually, in combination, and cumulatively. Individuality is encouraged within the structured framework of each project. Students experience a wide range of materials and processes to develop a broad three-dimensional experience. Students are responsible for purchasing their own materials for this course. Two class hours, four studio hours.
ART 130  Sculpture I  4 Credits
This course offers a foundation in sculpture as necessary for continued sculptural exploration, including basic knowledge of additive, subtractive, and casting processes. Historical context, the creative process, conceptual development, evaluation, and criticism are emphasized. Students explore these issues through individual projects within a structured framework. Two class hours, four studio hours.
Prerequisite: ART 125

ART 154  Drawing the Human Figure  4 Credits
This is an intensive studio-based course that deals primarily with the human form via the nude model and additional supporting means for that study. Assignments are designed to give the students the visual tools needed to accomplish accurate rendering of the figure, with emphasis on anatomy, proportion and the creative interpretation of the human form. A variety of media will be explored such as graphite, conte crayon, charcoal and ink wash. Guided strategies such as contour, gesture, and tonal studies will be utilized while drawing poses that vary in duration. Students are responsible for purchasing their own materials for this course. Two class hours, four studio hours.
Prerequisite: ART 104 or permission of instructor

ART 175  Art Travel  1 Credit
A course that combines classroom instruction at the MCC campus with travel to and instruction at various off-campus locations including art museums, historical and landmark houses, art galleries, architecturally noteworthy urban sites or town developments. Variable class hours.

ART 190  Art Focus  1 Credit
The ART 190 designation is used for art history studies of special interest. The focus will change from semester to semester depending on local art exhibits or significant artistic events. Examples are: Dutch Landscape Painting, Cobblestone Houses in Upstate N.Y., Michelangelo, Themes of Protest in Paintings, Landscape Painting, Cobblestone Houses in Upstate N.Y., Michelangelo, Themes of Protest in Paintings, Architecture of Frank Lloyd Wright. Variable class hours.

ART 200  Arts Management  3 Credits
This course offers an opportunity to experience the day-to-day challenges of administering a museum, gallery, box office, performing groups, music recording studio and theater. The student will examine the many aspects of organizing, planning, preparation, promotion and presentation of arts events and productions. The student will learn the methods of working with artists, budgeting, contracts and grant writing. Utilizing Monroe Community College’s Visual and Performing Arts department facilities and other experimental spaces around the campus and Greater Rochester, students will have an opportunity to get hands-on experiences working in the field. The course will have invited guest speakers, art critics, arts managers, and other arts professionals. Field trips to the areas cultural resources will familiarize the student with the rewarding career possibilities in these professions. Fall and Spring semesters. Three class hours.
Prerequisite: Minimum of 24 credits of college course study.

ART 204  Drawing II  4 Credits
This course expands upon the basic skills developed in ART 104. The student will be provided with advanced drawing problems related to creative and expressive image making. Various approaches to methods, materials, subject and content will be explored as a way to continue to develop the student’s conceptual and perceptual abilities. Students are responsible for purchasing their own materials for this course. Two class hours, four studio hours.
Prerequisite: ART 104.

ART 205  Commercial Illustration I  4 Credits
A course which explores a full range of current commercial illustration methods and techniques utilizing the following media: pencil, pen and ink, watercolor, and collage. Two class hours, four studio hours.
Prerequisites: ART 104, ART 109 or permission of instructor.

ART 206  Commercial Illustration II  4 Credits
A continuation of ART 205 emphasizing advanced illustration techniques including those utilizing basic computer skills for completion of assignments. This course focuses on illustration assignments as they are commissioned by art directors of graphic studios, ad agencies, magazines, book and newspaper companies. Two class hours, four studio hours.
Prerequisites: ART 104, ART 109, ART 205 or permission of instructor.

ART 210  Painting I  4 Credits
This course expands upon the foundation established in Painting I. Increased emphasis will be placed on experimentation, the expressive potentials of the medium, and on developing a perspective on the relationship between the formal techniques and the conceptual aspects of painting. Participation in individual and group critiques of work produced during the course is expected. Students are responsible for purchasing their own materials. Two class hours, four laboratory hours.
Prerequisite: ART 120 or permission of instructor.

ART 230  Sculpture II  4 Credits
This course is a continuation of sculpture including figure study of the torso, and personal exploration in any of the three areas studied in ART 130. The student will concentrate on the development of a concept, experimentation, technical drawings and maquettes, leading to the creation of the final sculptural project. Two class hours, four laboratory hours.
Prerequisite: ART 130

ART 231  Art Seminar/Portfolio Development  3 Credits
A course for the student who has completed 20 credits in the visual arts, interior design, or graphic arts courses. The seminar will critically summarize the students’ art experiences and provide techniques and methods to sustain, maintain and foster personal and professional growth in their fields. Topics to be covered are: self-evaluation techniques, preparing, presenting and maintaining a professional portfolio, transfer advisement and career advisement. Guest lectures, visits to arts organizations, art galleries, area colleges, private and commercial studios, will expose the student to a variety of arts organizations and career possibilities. Three class hours.

ART 240  Women, Art and Society  3 Credits
This course examines the role of women in the visual arts as both image maker (artist) and as image (subject) and how these images reflect social constructs/expectations. This course can be used as a Humanities or Social Science elective. Three class hours. (SUNY-H)

ART 270  American Art and Architecture  3 Credits
An introductory study of major paintings, buildings and sculpture in the United States. Beginning with the colonial period, the survey examines the development of American Art through the present with an emphasis on the unique resources and buildings of the Rochester community. Three class hours. (SUNY-H)

ART 271  20th Century Art and Ideas  3 Credits
A survey course in modern and contemporary art from 1870 to the present with an emphasis on innovations and developments in 20th century painting, sculpture, architecture, urban planning, photography, and the decorative arts. Individual artists and movements such as constructivism, art deco, dadaism, cubism, expressionism, international style, and post-modernism will be studied in relationship to the events and works that shape our present cultural environment. This course will fulfill a social science requirement. Three class hours. (SUNY-H)

ART 290  Independent Study  Variable Credit
See Department Chairperson.
Audiovisual Technology

**AVT 121 Introduction to Audiovisual Technology** 2 Credits
This is a survey course that is designed to introduce students to the audiovisual industry. The knowledge acquired through the on-line tutorials and practical experience in the field will serve as a foundation for subsequent courses leading to the acquisition of entry level skills in audiovisual technology. This course provides an overview of the audiovisual (AV) industry and the courses included in the AV program. Students who complete the course successfully will be knowledgeable about industry trends, opportunities, and resources that are available to AV technicians. They will also be proficient in using the technology required to take the on-line courses included in the programs, and they will be able to identify and describe the basic functions of various types of cabling, connectors, equipment, and system components used in the audio, video, and system integration sectors of the industry. Two class hours.

**AVT 122 Audio Technology** 3 Credits
This course provides students with a working knowledge of how to install and terminate audio cabling, distinguish between types of audio signals, recognize appropriate audio equipment, install audio components, verify audio system operation, operate audio systems, and complete appropriate documentation. Integrated systems and rental and staging applications are included. The knowledge acquired through the on-line tutorials and practical experience in the field will serve as a foundation for additional courses leading to the acquisition of entry level skills in audiovisual technology. Prerequisite/Corequisite: AVT 121.

**AVT 123 Video Technology** 3 Credits
This course will provide students with a thorough understanding of the career path, tasks and terminology of an audio visual technician, working specifically with video. Prerequisites/Corequisites: AVT 121 and AVT 122.

**AVT 124 Integrated Audio and Video Systems I** 2 Credits
This course will provide students with the skills required for installing and uninstalling equipment on a project basis. Students will also be introduced to advanced technologies in the areas of control and display systems. The scenario-based approach to this course allows the student to envision a project from start to finish, enabling them to address the planning, concerns, and outcomes of a well-orchestrated presentation event. Prerequisite/Corequisite: AVT 123.

**AVT 125 Integrated Audio and Video Systems II** 2 Credits
Advanced application of audio and video technology in computer presentation, home theater and video conferencing. Prerequisite/Corequisite: AVT 124.

Automotive Technology

**ATP 100 Automotive Services** 3 Credits
This hands-on course is designed for both consumers interested in repairing their own cars and individuals interested in entry level skills that will help them gain employment in the automotive industry. Lectures, demonstrations and hands-on activities provide an overview of automotive systems. Can be substituted for any one of the ATP 171-176 work experience courses. Two class hours, two laboratory hours.

**ATP 101 Introduction to Automotive Technology** 5 Credits
An introductory course designed for automotive students that provides theory for a foundation in the field of automotive technology. All systems of the automobile are covered. Offered in the Fall and Spring Semesters. Three class hours, three laboratory hours. Prerequisite: Permission of the department.

**ATP 102 Electrical/Electronic Systems 1 - Automotive** 3 Credits
A study of basic automotive electricity including Ohms law, circuit analysis, meter usage, discrete solid state components, magnetic induction, motor principles, and wire repair. Two class hours, two laboratory hours. Prerequisite: Permission of the Department.

**ATP 103 Electrical 2 - Automotive** 4 Credits
It is required that students have an extensive electrical theory background or have completed ATP 102 or ATP 152. Theory-related instruction and demonstration of testing and repair procedures covers automotive charging, starting, lighting, and accessories. Schematic reading is emphasized throughout the course. Three class hours, two laboratory hours. Prerequisite: Permission of the Department.

**ATP 104 Emission Controls, Computer and Fuel Systems I** 3 Credits
Theory related instruction and demonstration of testing and repair procedures covering emission controls, engine performance diagnosis, 2 & 4 gas analysis, scope patterns, and ignition systems. Two class hours, two laboratory hours. Prerequisite: Permission of the Department.

**ATP 105 Brakes - Automotive** 4.5 Credits
Theory related instruction and demonstration of testing and repair procedures covering automotive brake systems. Includes drum and disc brakes, hydraulic systems, power assist and anti-lock systems. Three class hours, three laboratory hours. Prerequisite: Permission of Department.

**ATP 106 Steering and Suspension - Automotive** 5 Credits
In-depth study of adjustable and non-adjustable alignment measurements with emphasis on proper alignment techniques, methods of adjustment, complete 4-wheel alignment. Manual and power steering system diagnosis and repair, complete suspension system service including coil spring, torsion bar, and MacPherson struts. Three class hours, three laboratory hours. Prerequisite: Permission of Department.

**ATP 107 Automatic Transmission and Transaxle - Automotive** 4 Credits
This course includes the theory of operation, diagnosis, maintenance and repair of automobile transmissions and transaxles. There will be emphasis on hands-on work. Three class hours, two laboratory hours. Prerequisite: Permission of Department.

**ATP 108 Engine Repair - Automotive** 4 Credits
Instruction in the 4-stroke theory and practical procedures necessary to diagnose and repair automotive type gasoline engines. Includes diagnosis, component inspection, proper disassembly and reassembly procedures, and critical engine measurements. Three class hours, three laboratory hours. Prerequisite: Permission of Department.

**ATP 109 Heating and Air Conditioning - Automotive** 3 Credits
Theory related instruction and demonstration of testing and repair procedures covering automotive heating and air conditioning systems. This course provides theory for R-12 and R-134a systems. Two class hours, 1.3 laboratory hours. Prerequisite: Permission of Department.

**ATP 112 Engine Performance - Automotive** 4 Credits
The theory, operation and diagnosis of computerized engine controls and fuel systems. Three class hours, two laboratory hours. Prerequisite: Permission of Department.

**ATP 139 Applied Automotive Techniques** 2 Credits
This is a performance based hands on course designed for individuals interested in developing entry level skills that will help them gain employment in the automotive industry. Demonstrations and hands on LAB activities provide practical experience of service tasks related to automotive systems. Students must provide their own tools. It is required that students have completed ATP 100 plus ATP 151, or ATP 101. Three laboratory hours. Prerequisite: Permission of the department.
Course Descriptions

A basic course emphasizing the significance and use of plants. Studies include simplified plant anatomy and physiology, propagation, cultivation and use of plants for food, landscaping and other purposes. This course is designed for the career or non-science student. Two class hours, two laboratory hours.

**BIO 120 Essentials of Life Science** 4 Credits

An introduction to selected principles of the biological sciences explored through current topics in biology. Areas of study will include the organization of life, cell structure and function, DNA structure and heredity, biodiversity, evolution, and ecology. This course is designed for the career or non-science student. Three class hours, two laboratory hours. [SUNY-NS]
Course Descriptions

BIO 132 Laboratory to Accompany Human Biology 1 Credit
Laboratory exercises in human anatomy and physiology to supplement BIO 133 class lectures and text information. Bio 132 is a late start, 10 week course that has 3 lab hours per week. NOTE: This course only meets SUNY General Education Natural Science requirements when both BIO 132 and BIO 133 are successfully completed. (SUNY-NS)
Prerequisite or corequisite: BIO 133.

BIO 133 Human Biology 3 Credits
A study of the structure and function of the human body. The cause and effects of certain diseases are also included. The course is designed for the career or non-science student. NOTE: Students who successfully complete BIO 133 may, with the addition of BIO 132, complete the requirement for SUNY Natural Science General Education. BIO 132 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both BIO 132 and BIO 133 are successfully completed. Three class hours in lecture/laboratory demonstration formats.

BIO 134 Human Anatomy and Physiology I 3 Credits
The study of the structure and function of cells (including metabolism), tissues, integument, and musculoskeletal, nervous, and sensory systems. Designed for students enrolled in the Dental Hygiene, Health Information Management, and Physical Education programs. Also open to interested Liberal Arts students with some biology background. Two class hours and three laboratory hours.
Prerequisite: High school biology with a grade of C or better, or any Biology course numbered 120 or higher with a grade of C- or better, or permission of instructor.

BIO 135 Human Anatomy and Physiology II 3 Credits
A continuation of BIO 134. Includes the study of the structure and function of the endocrine, cardiovascular, lymphatic, immune, digestive, urinary, and reproductive systems. Two class hours and three laboratory hours. (SUNY-NS)
Prerequisite: BIO 134, or permission of instructor.

BIO 136 Introductory Forensic Science 4 Credits
This is an introductory natural science course designed for the non-science, primarily criminal justice, major. The course will cover those biological and chemical fundamentals necessary for the student to understand 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 typing will be included. The laboratory will include demonstrations and hands-on activities of methods used to study chemical and biological evidence. This course complements the existing CRJ 209 course which emphasizes the investigative procedures involved at the crime scene. Three lecture hours, three laboratory hours.

BIO 137 Biology of HIV and AIDS Infection 3 Credits
A lecture/seminar course dealing with the biological aspects of HIV infection and the AIDS epidemic. Topics will include an introduction to cell functions, viral mechanisms, the immune system, transmission, treatment and epidemiology of HIV. Class participation and evaluation of public sources of information will be emphasized. Three class hours.
Prerequisite: Successful completion of any BIO course numbered 120 or higher, or permission of instructor.

BIO 139 Growth and Aging: The Biology of Human Development 4 Credits
Biological aspects of growth, development and aging in the human organism from conception through death. Topics include embryology, pregnancy, childhood, adolescence, maturity, and the aged. A functional overview of the ten body systems and a brief description of the most common pathologies of each. Three class hours, two laboratory hours.
Prerequisite: BIO 133 or permission of instructor.

BIO 142 Human Anatomy 4 Credits
The detailed study of the human organism at the tissue and organ system levels. The relationship between structure and function is covered with emphasis on structural relationships. Laboratory study includes microscope work along with substantial organ and animal dissection. The course is designed for students in Nursing, Radiologic Technology, Massage Therapy, and other health related programs. Two class hours, one conference hour, three laboratory hours.
Prerequisites: High school biology with a grade of C or higher, or any of the following with a grade of C- or higher: BIO 120, both BIO 132 and BIO 133, or permission of instructor.

BIO 143 Human Physiology 4 Credits
An introduction to the major concepts of physiology as applied to the human organism. An integrated study of human physiology from the cellular to the system level with an emphasis on feedback systems. Laboratory work includes student and demonstration experiments designed to illustrate normal function and physiologic responses to specific stresses. The course is designed for students in Nursing, Radiologic Technology, Massage Therapy, and other health related programs. Two class hours, one conference hour, three laboratory hours. (SUNY-NS)
Prerequisites: BIO 142 and one of the following: high school chemistry or CHE 100 or CHE 124 or permission of instructor.

BIO 145 Introduction to Biological Evolution 3 Credits
Introduction to the basic principles and concepts of the theory of evolution. Topics will include natural selection and other forces driving evolution, speciation, evolutionary genetics, hominid evolution, and major lines of evidence supporting the theory of evolution. Three class hours.

BIO 151 General Biology I 4 Credits
Principles of biology with an emphasis on cellular structure and function, and organic evolution. Topics will include cellular metabolism, molecular genetics, gene expression, Mendelian genetics, natural selection and speciation. The laboratory features activities and experiments that reinforce the concepts presented in lecture. This course is the first in a two-semester sequence in introductory biology for science majors or science-interested students. This course may also fulfill a natural science elective for science-interested students. Two class hours, one conference hour, three laboratory hours. WR (SUNY-NS)
Prerequisite: High school biology with a grade of B or better, or BIO 120 with a grade of C or better, and high school chemistry with a grade of C or better, or any college chemistry course with a grade of C or better, or permission of instructor.

BIO 152 General Biology II 4 Credits
Principles of biology with an emphasis on the diversity of life, the structure and function of plants and animals, and general ecological principles. The laboratory features activities and experiments that reinforce the concepts presented in lecture. This course is the second in a two-semester sequence in introductory biology for science majors or science-interested students. This course may also fulfill a natural science elective for science-interested students. Two class hours, one conference hour, three laboratory hours. WR
Prerequisite: BIO 151 with a grade of C- or higher.

BIO 170 Marine Life 3 Credits
An introduction to the biology of marine plants and animals using selected groups of marine organisms to develop an understanding of how biological principles and processes apply to life in the sea. The ecology, evolution, behavior and physiology of selected groups will be discussed. Three class hours in lecture/demonstration formats.
Prerequisite: Successful completion of any BIO course numbered 120 or higher, or permission of instructor.

BIO 195 Field Studies in Biology Variable Credit
This course is designed for students who wish to study a particular natural habitat or environment in a focused, hands-on, field setting. The majority of course work is completed in the field at a local or distant location depending upon the title and focus of the course for a given semester. Students will conduct field observations, record data, participate in and design field experiments.

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and construct a field notebook detailing all aspects of their field experience. Credit hours are variable depending upon the field experience offered. Additional fees for travel, lodging, food, and other field expenses may apply.  
Prerequisite: One Biology lab course preferred. Permission of instructor required.

**BIO 202 Microbiology 4 Credits**  
A one term course for health professionals. A brief introduction to principles of general microbiology with major emphasis on control of microorganisms by physical and chemical processes. Medical microbiology including pathogenicity and epidemiology of infectious diseases, and immunology. Three class hours, two laboratory hours.  
Prerequisites: BIO 134 or BIO 143 or BIO 156 or permission of instructor.

**BIO 209 General Microbiology 4 Credits**  
A survey of microorganisms: bacteria, viruses, rickettsia, protozoa, algae and fungi. Major emphasis is placed upon bacteria: classification, genetics, ecology, morphology, physiology, physical and chemical control and economic importance. An introduction to applications of microbiology to food and water analysis, industry and medicine, including principles of immunology and transmission of infectious diseases. This course is designed for the Liberal Arts or science-interested student. Three class hours, three laboratory hours.  
Prerequisites: BIO 156 as prerequisite or corequisite, and CHE 145 or CHE 151 with a grade of C- or better, or permission of instructor. Students who have completed BIO 156 with a grade below C- are advised to repeat BIO 156 before attempting BIO 209.

**BIO 217 Nutrition 3 Credits**  
The study of nutrients needed for healthy functioning of human beings and the biochemical functions of these nutrients in the body. The nutrient content of foods and its application to meal planning. Special nutritional needs of infants, pregnant women, nursing mothers and the elderly. The course is designed for students in Nursing, Dental Hygiene, Radiologic Technology, and other Health Related Programs. Three class hours.  
Prerequisite: BIO 135 or BIO 143 or permission of instructor.

**BIO 221 Principles of Biochemistry 4 Credits**  
A study of the major chemical constituents of cells including proteins, carbohydrates, lipids and nucleic acids. Structure and function will be emphasized. Enzyme kinetics, regulation of enzyme activity, and metabolic pathways will also be covered. Labs include buffer preparation, protein and enzyme assays, lipid analysis, and the isolation and characterization of enzymes and nucleic acids. Fall semester only. Three class hours, three laboratory hours.  
Prerequisites: BIO 156 with a grade of C- or better, and CHE 151 with a grade of C- or better, or permission of instructor.

**BIO 225 Bioanalytical Techniques I 4 Credits**  
An introduction to the principles and methods of analytical technique as they relate to quantitative measures of determination. Laboratory experiments include instruction in the use of balances and volumetric, spectrophotometric analysis, and a variety of titrimetric methods. Fall semester only. Three class hours, three laboratory hours.  
Prerequisite: CHE 151 or permission of instructor.

**BIO 226 Bioanalytical Techniques II 4 Credits**  
An in-depth study of the theory and practice of separation techniques that would be employed in the isolation and purification of biomolecules such as proteins, enzymes, and nucleic acids. Laboratory experiments involve immunology, chromatography, electroforeisis, and blotting techniques (western and southern blots). Spring semester only. Three class hours, three laboratory hours.  
Prerequisite: BIO 156 with a grade of C- or better or BIO 225, or permission of instructor.

**BIO 227 Biotechnology Seminar 1 Credit**  
A discussion based capstone course that will integrate the topics and concepts of the Biotechnology Program. Emphasis will be on applications of biotechnology, current issues, societal/ethical concerns, and laboratory management. One class hour.  
Corequisite: BIO 226

**BIO 230 Molecular Genetics 4 Credits**  
A study of the transmission of genetic information with an emphasis on the structure and function of nucleic acids. The genetics of prokaryotes, eukaryotes and viruses will be covered. The molecular basis of replication, repair, recombination, and gene expression will also be examined. Lab experiments introduce a variety of molecular biology techniques such as replica plating, bacterial conjugation and transformation, the isolation and restriction enzyme cleavage of plasmid DNA, and restriction mapping. Spring semester only. Three class hours, three laboratory hours.  
Prerequisites: BIO 156 with a grade of C- or better and CHE 151 with a grade of C- or better, or permission of instructor.

**BIO 231 Kinesiology 3 Credits**  
The study of human motion. Study of the skeletal and muscular anatomy which produces movement in sports activities and everyday living, including analysis of joint action and muscle roles in movements. The application of Newtonian mechanics to force generation, movement, speed, and power development. Course includes application of the following principles to body motion: scalar and vector quantities, inertia, momentum and acceleration, leverage and center of gravity. This course is designed for Massage Therapy students and other Liberal Arts students. Two class hours, two laboratory hours.  
Prerequisite: BIO 134 or BIO 142 with a grade of C or better, or permission of instructor.

**BIO 235 Pathophysiology 3 Credits**  
An introductory course for students in health related disciplines designed to facilitate further learning in their areas of specialization and promote effective interactions as members of the health care team. The course provides an overview of human diseases, their frequency, significance, diagnosis and treatment. The course moves from basic pathological processes to diseases by organs or organ systems to multiple system diseases and associated processes. Three class hours.  
Prerequisites: BIO 129, or BIO 143, or permission of instructor

**BIO 242 Human Dissection 1 Credit**  
For students in programs leading to a degree in an allied health field. Careful dissection of the human body by students under faculty supervision will be used to reinforce and enrich the student’s study of anatomy. Students gain experience in making educated decisions concerning the dissection, as well as in dissection technique and identification of human anatomical structures. Three laboratory hours.  
Prerequisite: BIO 142 and permission of the instructor.

**BIO 243 Myology 4 Credits**  
A lecture/laboratory course focusing on an in-depth look at the structure and function of skeletal muscle. Lecture topics include muscle physiology, strength adaptations, and muscle injury and disease. Laboratories include a thorough examination of muscles of the trunk, shoulder, elbow, wrist, hand, hip, knee, ankle, and foot. Discussions include origin, insertion, function and palpation. Two class hours, one conference hour, three laboratory hours.  
Prerequisites: BIO 142 and BIO 143 with a minimum grade of C or permission of instructor.

**BIO 244 Neuropathology 1 Credit**  
This course provides an overview of the nervous system and a detailed look at pathologies related to the nervous system. Topics covered in this course will include a review of normal structure and function of the human nervous system, chronic degenerative, infectious and psychiatric disorders of the nervous system, and injuries to the nervous system. One class hour. Fall Semester only.  
Prerequisite: BIO 143

**BIO 251 Topics in Biology With Laboratory Experience Variable Credit**  
A seminar course concerned with current problems in biological research. (Possible topics: Evolution, Human Genetics, Behavior, Pollution, Current Research). Laboratory experiences will be included. Sessions could consist of readings, short journal reports, laboratory experiments, and outside speakers. One, two, or three class hours. Variable Credit.  
Prerequisite: Permission of department.
BIO 252  Topics in Biology Seminar  1 Credit
A discussion based seminar course that will integrate and apply biological concepts. Emphasis will be on discussing current scientific issues, library/internet instruction and research, student presentations, and developing technology and teamwork skills. One class hour. Prerequisite: BIO 156 with a grade of C- or better, or permission of instructor.

BIO 253  Topics in Biology without Laboratory  Variable Credit
A seminar course concerned with current problems in biological research (possible topics may include evolution, human genetics, behavior, pollution, current research). Sessions could consist of readings, short journal reports, and outside speakers. One, two, or three class hours. Variable Credit. Prerequisite: Permission of the department

BIO 260  General Ecology  4 Credits
An introduction to the interactions between living organisms and their physical, chemical and biological environment. Several levels of ecological organization are examined. These include the study of different types of populations, communities and ecosystems. Topics include population structure and growth, species interaction, energy flow, nutrient cycling, succession, and applications to current environmental management issues. Students perform ecological experiments in the field as well as in the laboratory. Two class hours, one conference hour, three laboratory hours. Prerequisite: BIO 155 with a grade of C- or better, or permission of instructor.

BIO 265  Vertebrate Zoology  4 Credits
A study of vertebrate structure, function and evolution. Relationships between the structural and functional adaptations of the different vertebrate groups and their environment are examined. The laboratory features dissections and experiments that illustrate these adaptations in both aquatic and terrestrial vertebrates. Two class hours, one conference hour, three laboratory hours. Prerequisite: BIO 156 with a grade of C- or better, or permission of instructor.

BIO 266  Biology of Vascular Plants  4 Credits
This course covers major groups of living vascular plants, evolutionary origins of plants and their phylogenetic relationships. Includes anatomy, physiology, and reproductive patterns. This course is designed for science majors and students interested in plant science. Two class hours, one conference hour, three laboratory hours. Prerequisite: BIO 156 with a grade of C- or better, or permission of instructor.

BIO 290  Independent Study  Variable Credit
See the Department Chairperson for more information on Independent Study courses.

Students with religious objections to handling animal materials should contact the Biology Department Chairperson prior to the start of classes to discuss alternatives available for lab courses that use these materials.

Business

BUS 104  Introduction to Business  3 Credits
An introductory study of business including organizational forms, the function of production, finance, marketing and human resources. Additional topics will be environmental factors which impact business such as government business ethics and current business issues. Three class hours.

BUS 110  Entrepreneurial Studies I  3 Credits
First of two small business courses designed for those interested in learning how to start and manage a small business. It begins by defining and explaining the nature of small business in today’s economy and entrepreneurs in the context of the free enterprise system. The topics include small business opportunities, legal forms of ownership, franchising, starting a new venture, sources of financing, developing marketing strategies and human resource management. Students will also learn the key components of a business plan, review case studies, and undertake a major project. Three class hours.

BUS 135  Supervising for the 21st Century  3 Credits
This course is designed to teach supervisors the concepts and skills they need to manage work and lead people in a diverse workforce. Its emphasis is on planning, problem-solving, communication, decision making, and employee motivation skills through the practical application of these concepts. It includes practice in hiring, training, performance appraisal, meetings, time management, and compliance with government regulations for equal opportunity, safety, and health.

BUS 200  Legal Environment of Business  3 Credits
This course is a study of laws relevant to the non-lawyer business professional. It includes such basic legal topics as court systems, stages of a lawsuit, torts, real property and contracts, as well as such business-specific topics as intellectual property, consumer law, criminal law of businesses, antitrust law, environmental law, and regulations adopted by government agencies. This course is required for A.A.S. students in Entrepreneurial and Applied Business Studies and A.A.S. students in Accounting: General. This course is not recommended as a Business Elective for students enrolled in A.S. programs in Business Administration or International Business. NOTE: Bus 201, Business Law I, is the required law course for students enrolled in A.S. programs in Business Administration or International Business. Three class hours. Offered Fall and Spring Semesters.

BUS 201  Business Law I  3 Credits
A study of legal principles applied to business transactions. Topics covered include: contracts, criminal law and business, business torts, court systems, and commercial paper. This course is required for A.S. students in Business Administration and A.S. students in International Business. Three class hours.

BUS 202  Business Law II  3 Credits
A continuation of BUS 201 of the study of legal principles applied to business transactions. Topics covered include: corporations, limited liability companies, partnerships, agency, franchises, bankruptcy, real property, personal property, sales, and secured transactions. Three class hours.

BUS 204  Management: Theory and Practice  3 Credits
A study of the theories and practices that are used in the organization and management of profit and non-profit business and institutions. Topics will include planning, decision making, organizing, staffing, leading and controlling. Three class hours. Prerequisite: BUS 104 with a grade of C or higher.

BUS 207  Human Resources Management  3 Credits
An introduction to the principles, practices, and techniques used in the development and implementation of an effective Human Resources/Personnel Management program. The course includes a discussion of employment, training, compensation, labor relations, health and safety and federal laws governing human resource management. Three class hours.

BUS 208  Organizational Behavior  3 Credits
Organizational behavior provides a conceptual and experiential basis for motivating and coordinating people to manage change in organizations. This course is intended for those who want to develop the tools for understanding, analyzing and changing the work behaviors of individuals and groups in an increasingly diverse workforce. It will use a combination of exercises, self-assessment techniques, cases and role plays to develop insights that facilitate self-knowledge and teamwork in a dynamic global environment. Three class hours.

BUS 210  Entrepreneurial Studies II  3 Credits
Second of two courses designed for those interested in learning how to start and manage a small business. It builds on the preceding course concerning the establishment of the small business and deals with management of the on-going venture. This course takes
a functional approach to managing the small business through a discussion of more advanced topics including entrepreneurial characteristics, financial planning and control, business operations, risk management, regulations, business valuation and succession issues, and other current topics. Students will develop a business plan. Three class hours. This course will be offered during the Spring semester only during the evening. Prerequisite: BUS 110 with a grade of C or higher, or permission of the instructor.

BUS 225 MCC Business Collaborative 4 Credits
An upper level, experiential business course that will provide a select group of learners hands-on experience at Rochester area businesses. The course will include on-site presentations from business executives, work on actual company projects, and classroom discussions of real business issues and challenges. The class is presented in a hybrid format. Four credit hours. Prerequisite: 15 hours of Business electives, including BUS 104 and permission of instructor

BUS 250 International Management and Marketing 3 Credits
This seminar has been designed to provide students with an opportunity to develop knowledge and understanding of the processes, procedures and challenges that arise in conducting business across national borders. Representatives from business or government involved in international trade will be invited to present information and conduct a discussion in various areas of international business expertise. This course is intended for students who are in the last semester of the degree program. Spring semester only. Three class hours. Prerequisites: BUS 104, MAR 290, ECO 111, ECO 112, ACC 101, ENG 101, three credits of foreign language, SOC 150 and GEG 211 or permission of instructor. SOC 150 and GEG 211 can be taken concurrently. Students in business programs other than International Business are not required to have the foreign language, SOC 150 and GEG 211 prerequisites for this course. Please contact the course instructor or department chair before registering for the course to discuss course expectations.

BUS 275 Business Cooperative Education 4 Credits
This cooperative education course is limited to students enrolled in Business AAS degree programs. Students who work or desire to work either full time or part time at jobs related to their college major (AAS Business Administration-management, marketing, entrepreneurship and AAS Accounting) are eligible for this course. Students take a career-related classroom seminar for two hours each week while working a minimum of 225 hours during the semester at a job in the area of business administration. Successful completion of the seminar and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. This will be one of the last business courses that a student will take. The classroom seminar and work experience will provide a practical application of the student's academic experiences and tie the skills and competencies that the student has learned to a work experience. This course will assess the student's understanding and command of academic learning in the degree program and gauge how well the student is prepared for the work force in their specific track (management, marketing, entrepreneurial studies). MAR 101 is NOT required for Accounting A.A.S. degree program students. Offered in the Fall and Spring Semesters. Prerequisites: 30 credits or more with a cumulative 2.0 GPA and the following courses: ACC 130 (OR ACC 101), CIS 121, ENG 101, ECO 101 (or ECO 111), BUS 104, MAR 290 (NOT required for Accounting AAS degree), and approval and approval of coop job placement by the Office of Experiential and Adult Learning.

BUS 290 Independent Study  Variable Credit
See the Department Chairperson.

Chemistry

CHE 100 Preparatory Chemistry 4 Credits
This course meets the pre-admission chemistry requirement for selected health related programs. It is also recommended to students with limited mathematics and/or science background who plan to take higher level chemistry courses such as [CHE 121] CHE 124 or 145. Topics include dimensional analysis, atomic structure, nomenclature, bonding, reactions, chemical calculations, periodicity, states of matter, solutions, acids, bases, and the pH concept. Three class hours, three laboratory hours. (SUNY-NS) Prerequisite: High school algebra or MTH 098.

CHE 110 The Chemistry of Indulgence 3 Credits
Designed for non-science majors, this course does not require a background in chemistry or math. This class provides an integrated laboratory/lecture experience as students explore various principles of chemistry using everyday contexts such as food. Two class hours, two laboratory hours. (SUNY-NS)

CHE 124 General, Organic, and Biochemistry 4 Credits
An introduction to the principles of general, organic, and biological chemistry that are relevant to students enrolled in health sciences career programs. In the classroom, students will apply these principles to discover their relevance to human/environmental health issues. In the laboratory, students will use the scientific method to explore and evaluate chemical phenomena that are based on these principles. Topics include measurement, atomic and molecular structure, chemical bonding, reactions, equilibrium, gases, liquids, solids, solutions, acid-base chemistry, nuclear chemistry, physical and chemical properties of organic compounds, biomolecules, carbohydrates, lipids, proteins, nucleic acids, and metabolism. This course is intended for the non-science major and can be used for Natural Science elective credit in many programs of study. Three class hours, three laboratory hours. (SUNY-NS) Prerequisite: CHE 100 or high school chemistry with a grade of C or better and MTH 098 or high school Algebra with a grade of C or better

CHE 136 Introductory Forensic Science 4 Credits
This is an introductory natural science course designed for the non-science, primarily criminal justice, major. The course will cover those biological and chemical fundamentals necessary for the student to understand 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 typing will be included. The laboratory will include demonstrations and hands-on activities of methods used to study chemical and biological evidence. This course complements the existing CRJ 208 course which emphasizes the investigative procedures involved at the crime scene. Three lecture hours, three laboratory hours. (SUNY-NS) Prerequisite: MTH 098 or equivalent.

CHE 145 Preparation for General College Chemistry 4 Credits
This course should be taken prior to CHE 151 by students who fall into one of the following categories provided they have adequate mathematics preparation (see prerequisite and recommendation below): (a) students with no previous background in chemistry, (b) students with an average or below average background in high school chemistry, or (c) students in need of a review of basic chemical problem solving skills. Topics include problem solving using the factor-label method, dimensional analysis, linear relationships, graphing, and significant figures; the atomic mass system and the mole concept; chemical formulae and inorganic nomenclature; basic chemical reactions, balancing equations, reaction stoichiometry, and limiting reagent problems; atomic structure and the principles of chemical bonding; solution concentrations and stoichiometry. Three class hours, three laboratory hours. (SUNY-NS) Prerequisite: MTH 104 with a grade of C or better, or Sequential Mathematics Course III* with a grade of C or better, or equivalent. Completion of or concurrent registration in MTH 165 is strongly recommended. *Regents level strongly recommended.

CHE 151 General College Chemistry I 4 Credits
This is the first semester of college chemistry and is appropriate for students interested in pursuing further studies in science or engineering. It is a mathematical approach to the principles of chemistry and assumes that students have had an above average preparation in chemistry. Topics include a brief review of problem solving using dimensional analysis, graphing, and significant figures; chemical stoichiometry; gas laws; thermochemistry; an in-depth treatment of atomic structure, periodicity, and chemical bonding; phase
relationships. Three class hours, three laboratory hours.

CHE 152 General College Chemistry II 4 Credits
A continuation of CHE 151. Topics include: solution concentrations and properties; chemical kinetics; gas and solution phase chemical equilibrium including solubility; acids, and bases; thermodynamics; electrochemistry. Three class hours, three laboratory hours. 

CHE 251 Organic Chemistry I 5 Credits
A modern treatment of organic chemistry which integrates fact and theory. The study of structure and its relation to properties, reactions, and reaction mechanisms is emphasized. Both aliphatic and aromatic compounds are studied in the first semester along with an introduction to stereochemistry and conformational analysis. The laboratory experiences include syntheses of a variety of organic compounds with an emphasis on basic laboratory techniques. The fundamental techniques of infrared spectroscopy and gas chromatography are also introduced. Fall semester only. Three class hours, four laboratory hours. 

CHE 252 Organic Chemistry II 5 Credits
A continuation of the study of different classes of organic compounds. The interpretation of infrared and nuclear magnetic resonance spectra is emphasized. The laboratory is a continuation of CHE 251 laboratory with an extensive introduction to qualitative organic analysis. Spring semester only. Three class hours, four laboratory hours. 

CHE 290 Independent Study Variable Credit 
See the Department Chairperson.

Civil and Construction Technology

CIT 101 Surveying 4 Credits
An introduction to plane surveying techniques, including distance measurement, note keeping, leveling, angle measurement, care and use of instruments, traversing, stadia, topographic surveys, and mapping. Three class hours, three laboratory hours. 

CIT 112 CAD for Construction 2 Credits
A continuation of CIT 111 with the addition of computer aided drafting (CAD). Applications will include roof truss, concrete and steel reinforcing, welding, site plans, contour lines, property lines, DOT highway plans, piping plans, and bridge plans. One class hour, three laboratory hours. Spring semester only. 

CIT 122 Construction I: Elements of Building Construction 4 Credits
The study of the materials, methods and techniques used in building construction projects. The course will cover the construction process from idea conception to project closeout, including building and material codes, materials and methods, material quantity surveys, and construction procedures. Primary emphasis will be on structural steel, reinforced concrete, masonry, wood, and combined structural systems. Also included will be building exterior and interior finishing systems. The laboratory includes a study of the methods and techniques used in blueprint reading for building construction. It will cover the use of construction drawings, scales, orthographic views, symbols, sections, and graphical interpretation, specific to the building construction industry to include structural steel detailing, reinforced concrete detailing, masonry sections, wood sections, and schedules for interior finishes and accessories. Three class hours, two laboratory hours. 

CIT 123 Construction II: Heavy, Highway and Site Construction 4 Credits
The study of the materials, methods and techniques used in site work, highway, utility, and other heavy construction projects. The primary emphasis is construction equipment selection, production calculations, and material handling. Topics will include site layout, aggregates and soils classifications, earthmoving basics, cranes and lifting equipment, concrete and asphalt production and paving. The study of the methods and techniques used in blueprint reading for heavy, highway, and site construction. The laboratory will cover the use of construction drawings, scales, orthographic views, symbols, sections, and graphical interpretation, specific to the heavy and highway construction industry to include topographic maps, profiles, engineering scales, and cross sections. Three class hours, two laboratory hours. 

CIT 202 Route Surveying 4 Credits
Horizontal and vertical curves, spirals, sight distance, staking out a highway. Earthwork including cross-sections, areas, volumes, borrow pits. Spring semester only. Three class hours, three laboratory hours. 

CIT 204 Strength of Materials 3 Credits
Study of stress, strain, bolted, riveted and welded joints, centroids, shear, moments, designing of beams and columns. Demonstrations by instructor and some tests performed by students on various materials such as steel, timber, cast iron and aluminum. Fall semester only. Two class hours, two laboratory hours. 

CIT 205 Structural Design 4 Credits
Design, investigation, and crafting of elementary reinforced concrete and structural steel members including rectangular beams, T-beams, columns, foundations, retaining walls, prestressed concrete, steel plate girders and columns, welded and bolted connections. Spring semester only. Three class hours, three laboratory hours. 

CIT 206 Soil and Concrete Testing 4 Credits
The study and laboratory testing of soils and concrete. Topics include the nature of soils, soil testing, plain concrete, asphalt concrete, and aggregates. The laboratory covers field and lab tests including soil and aggregate graduation, specific gravity, soil compaction, soil liquid limit and plastic limit, soils shear, concrete proportioning, slump, air content, compression testing and inspection. Three class hour, three laboratory hours. 

CIT 210 Highway Technology 3 Credits
Fundamental principles and processes in the practice of highway engineering. Study of highway structure, materials of construction, and methods of construction and maintenance. Spring semester only. Three class hours. 

CIT 217 Construction Management 4 Credits
An introduction to basic construction management and organization. Topics include project organization, staffing, labor relations, planning, critical path scheduling, integrated job cost control, production control, and job site safety. Three class hours, one conference hour. 

CIT 221 Cost Estimating 3 Credits
An introduction to cost estimating of a construction project. Topics include generating preliminary cost estimates from early phase design drawings and specifications, and estimating techniques used to prepare a final bid for a project, including quantity take offs, material pricing, and labor costs. Three class hours.
### CIT 232 Construction Contracts and Specifications 2 Credits
This course will cover the application of the construction contracts, drawings, and specifications to the construction process. It will cover the roles and responsibilities of the construction parties. It will follow both the CSI (Construction Specification Institute) and the NYSDDOT (New York State Department of Transportation) formats. Two class hours. Prerequisites: CIT 122, CIT 123 or permission of instructor; corequisite: CIT 217.

### CIT 290 Independent Study Variable Credit
See the Department Chairperson.

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### Course Descriptions

#### Communication

**COM 101 Introduction to Mass Media** 3 Credits
An introduction to communication theory and practice, the history of mass media, and an examination of the business of the American mass media. Additional topics will include media support industries, such as advertising and public relations. Three class hours. Fulfills the MCC requirement for a Humanities course.

**COM 104 (see AAD 104)**

**COM 105 (see AAD 105)**

**COM 106 (see PHO 106)**

**COM 107 (see AAD 107)**

**COM 108 (see AAD 108)**

**COM 109 An Introduction to Public Relations 3 Credits**
A survey of the roles and responsibilities of the public relations professional in private and public organizations. Examination of the importance of the audience and audience research in public relations planning, how public relations differs from advertising and the use of traditional publicity tools like press releases and press kits to reach targeted audiences. Exploration of the use of the Internet to reach key stakeholders and its use as a distribution channel for publicity. Recognition of the importance of ethics, integrity and relationship building as a cornerstone of public relations. Three class hours.

**COM 110 (see COM 131)**

**COM 112 (see AAD 112)**

**COM 113 (see PHO 113)**

**COM 115 Computer Generated Images 3 Credits**
This course presents introductory hands-on experiences in exploring the potential of multimedia computer software, special graphic effects and computer imaging techniques as a creative medium. The focus of the course is on exploring how computers and traditional photographic and video technologies are coming together as tools for creating unique graphic images. Three class hours.

**COM 120 Media Literacy 3 Credits**
An introduction to the critical consumption of media. This course will focus on the ability to access, analyze, evaluate and communicate the process of creating and interpreting media in a variety of forms. Three class hours. Fulfills the MCC requirement for a Humanities course. (SUNY-A)

**COM 130 Media Writing 3 Credits**
Media writing explores the different styles of writing for print media, broadcast media, the Web, advertising copy, and public relations materials. Students will learn how to gather information, write for specific audiences, and check for accuracy. This course will also discuss the legal implications of writing for the media. Three class hours. Offered both Fall and Spring semesters. Fulfills the MCC requirement for a Humanities course. Prerequisite: ENG 101 or ENG 200

**COM 131 (formerly COM 110) Print Journalism 3 Credits**
An overview of journalism principles and practices. Includes discussion and interpretation of what is news, news reporting today, and team reporting. Hands-on experience in a computer-based classroom in conducting interviews, finding sources, preparing news stories, news and feature leads, and obituaries. Emphasis on writing and editing balanced, accurate news stories on deadline. Introduction to beat reporting, feature writing, and writing for the web. Fulfills the requirements for a Humanities elective. Three class hours. Prerequisite: ENG 101 or ENG 200

**COM 135 (see PHO 135)**

**COM 141 Introduction to Radio and Television 3 Credits**
A study of the history of radio, television and video, and their relationship to other mass media. The course will consider production formats, station operation and management, governmental regulations, and programming options and trends, with a survey of the journalistic and performance skills necessary to quality production. Three class hours.

**COM 142 Broadcast Performance 3 Credits**
Practice in devising and participating in various kinds of radio and television performances, including news, sports, commercials, promotional announcements, and interviews. Two class hours, two laboratory hours.

**COM 150 Video Production 3 Credits**
A combination lecture/lab course designed to introduce students to producing video presentations in electronic field production (EFP). Emphasis is placed on the use of portable video equipment, lighting, audio and videographic skills. Students will be required to purchase appropriate digital media. Two class hours, two lab hours.
COM 151  Journalism II 3 Credits
An advanced course in journalistic writing and editing, including readings, discussions and workshops in the theories and practices of journalism. Three class hours. 
Prerequisite: COM 110 or permission of instructor.

COM 160  (see AAD 160)

COM 164  (see PHO 164)

COM 165  (see AAD 165)

COM 167  Design for On-Line Publishing 3 Credits
Students will be introduced to designing for web-based publishing. Students will learn the basics of HTML (Hypertext Markup Language), as well as a text editor program designed around HTML and used in World Wide Web documents. Emphasis will be in creating hypertext pages that are functional, using embedded graphics that are effective and visually appealing. As a final project, students will construct their own web pages. Two class hours, two laboratory hours. Prerequisites: All first semester electronic publishing courses, or permission of instructor.

COM 202  Techniques of Television I+ 3 Credits
Introduction to the basic aspects of technical and production techniques of television and related audio systems used in the medium. Emphasis will be placed on theory and use of television equipment, direction, lighting, television graphics, scripting, basic engineering, distribution systems, and studio personnel. In addition to the student-produced and directed assignments, members of the class will participate in production crews. Students will be required to purchase one VHS-120 videocassette. Two class hours, two laboratory hours.

COM 203  Animation and Special Effects 3 Credits
Study of media production techniques for film and video. Students will explore the creative aspects of video camcorders capable of capturing stop motion animations and the use of computers to edit and create special visual effects. The course includes location shooting, digital editing, and animation techniques. Three class hours.

COM 204  Radio Production+ 3 Credits
Introduction to techniques and equipment used in radio production. Students will learn control board operation, recording, editing, and preparation of messages appropriate to the medium of radio. Two class hours, three laboratory hours.

COM 205  (see AAD 205)

COM 211  Practicum in Media I 3 Credits
A course designed to allow students to complete significant experiences within their discipline of study, including communication, art, music, and interior design. Students will be expected to spend a minimum of six (6) hours per week in supervised contract learning situations. Students will work with the appropriate Visual and Performing Arts Department faculty member to identify, design, and complete contract learning opportunities. 
Prerequisite: Permission of a VaPA Department faculty member.

COM 212  Techniques of Television II+ 3 Credits
Advanced techniques in the technical and production aspects of television programming. Emphasis will be placed on studio and control room operation, engineering production and direction of individual assignments. Experience and theory of video recording will be given. Principles of TV signal distribution will be discussed. Spring semester only. Two class hours, two laboratory hours. 
Prerequisite: COM 202.

COM 213  (see PHO 213)

COM 220  Business Practices for Visual Media Artists and Producers 2 Credits
An introduction to the common business procedures required of independent artists and procedures of the visual media arts. Emphasis will be placed on the legal forms of business practice, internal business procedures, record keeping, copyrights, contracts and legal relationships, insurance, banking, taxes, marketing and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. Guest artists and producers and the development of business plans as they relate to the artist-producer. 

COM 221  Practicum in Media II 6 Credits
A course designed to allow students to complete significant experiences within their discipline of study, including communication, art, music, and interior design. Students will be expected to spend a minimum of twelve (12) hours per week in supervised contract learning situations. Students will work with the appropriate Visual and Performing Arts Department faculty member to identify, design and complete contract learning opportunities. 
Prerequisite: Permission of a VaPA Department faculty member.

COM 222  (see PHO 222)

COM 230  Scriptwriting 3 Credits
Review and practice of the requirements for writing professionally formatted scripts used in short and feature films. Emphasis will be placed on writing short-form scripts and analyzing and discussing long-form dramatic scripts. Three class hours. 
Prerequisite: ENG 101 or ENG 200.

COM 231  (see PHO 231)

COM 250  (see AAD 250)

COM 260  (see AAD 260)

COM 261  Introduction to Multimedia 3 Credits
Provides an overview of multimedia, a relatively new field in which more traditional media (text, video, sound, graphics, photography, animation) can be combined in a single media event using the computer. Aspects of authoring, design and production including technical hardware and software considerations will be covered. Discussions of the use of multimedia in training, education, marketing and entertainment will be included. Three class hours. 
Prerequisites: All first semester electronic publishing courses, or permission of instructor.

COM 262  Multimedia Authoring 3 Credits
Introduces the student to the basics of the authoring process involved in the creation of a multimedia event. From audience definition and concept to scripting and flowcharting, students will learn how to build the multimedia structure from the bottom up. How to plan and design linkages between content areas, and the appropriate interaction of visual and audio materials will be explored. Two class hours, two laboratory hours.

COM 263  Design for Interactive Multimedia 3 Credits
Introduces students to the basics of designing for interactive multimedia. User-interface design, transitions, interactive links between content areas and creating the overall look and feel of a project will be covered. Emphasis will be in the visual aspects of individual elements and how they work together as a means of creating an effective interactive multimedia project. Students work on their own projects which will be completed in the Multimedia Production lab. Two class hours, two laboratory hours. 
Prerequisites: All first semester electronic publishing courses, or permission of instructor.

COM 264  Digital Audio/Video I 3 Credits
An introduction to the use of the Macintosh computer as a tool in digital audio and video production. Through video and audio capture and editing, students will learn the role and importance of video and sound as elements in a multimedia event. Creation of Quicktime movies and original audio tracks to be used in multimedia will be emphasized. Three class hours.
COM 265  3D Modeling  3 Credits
Introduces the student to the basic principles of building three-dimensional objects and environments on a Macintosh computer. The concept of three-dimensional space and geometrical transformations will be covered, as well as specific modeling techniques such as extrusion, working with cross sections, and wireframe modeling. The student will be able to visualize the product while it is still in a formative stage. Completion of an interactive multimedia piece will be required. Three class hours, two laboratory hours. Prerequisites: All first semester desktop publishing courses and COM 262, or permission of instructor.

COM 266  Multimedia Production Studio  6 Credits
Expands on the stages of the multimedia authoring process that began in COM 262. Based on flowcharting, scripting, and storyboard work done in COM 262, teams will begin to create and test structures which will then be assembled into a prototype of their multimedia piece. Students will learn programming concepts, integration of audio and visual materials, interactive design and how to evaluate the product while it is still in a formative stage. Completion of an interactive multimedia piece will be required. Three class hours, five laboratory hours. Prerequisites: All first semester electronic publishing courses and COM 262, or permission of instructor.

COM 267  Digital Audio/Video II  3 Credits
Students will be concentrating on advanced tools and techniques used to make high quality video clips and sound tracks. This will involve working with non-linear editing software such as Avid Xpress Pro. Real-time video editing, waveform sound editing, and other methods of audio/video production will be stressed. Two class hour, two laboratory hours. Prerequisite: COM 150 or permission of instructor.

COM 268  3D Animation  3 Credits
An introduction to the basic aspects of designing and producing three-dimensional animation on the Macintosh computer. Course proceeds from the assumption that students are already familiar with the basics of three-dimensional modeling on the Macintosh. Creation of storyboards for planning narrative sequences, camera moves, rendering techniques and thinking and working in time and space will all be explored. Students will be required to create a short animated piece in wireframe mode. Two class hours, two laboratory hours. Prerequisites: All first semester electronic publishing courses and COM 265, or permission of instructor.

COM 269  Media and Society  3 Credits
An examination and analysis of American mass media and the forces that influence them. Emphasis will be placed upon basic legal principles, the role of government in attempting to regulate the media, and the media’s influence on our society. Three class hours. Fulfills the requirements for a Humanities course. Prerequisites: COM 101

COM 290  Independent Study  Variable Credit
See the Department Chairperson.

CIS 100  Digital Computers and Information Processing  3 Credits
An introductory course in digital computers and information processing concepts. Specific topics will include computer terminology, networks, e-mail, the Internet, numbering systems, algorithm and program development, pseudocode and flowcharting. Students will meet in a networked PC classroom for lab. Students will work with operating systems such as DOS and Windows and will be assigned projects to be completed outside of class and laboratory time. Successful completion of this course with a grade of C or better is required for further progress in Computer Science. Two class hours, two laboratory hours. Prerequisite: MTH 104 with a grade of C or better, or Sequential Math III with a grade of C or better.

CIS 101  Programming for Information Systems  3 Credits
A first course in programming for the Computer Information Systems or Computer Technology students. Emphasis will be on analyzing a problem, designing a solution to the problem using pseudocode and/or flowcharts, and converting the solution into a computer program using an event-driven language such as Visual Basic. Programming topics include fundamentals of programming using objects and events, variables and data types, arithmetic expressions, input, output, built-in functions, general procedures with parameter passing, selection control structures, repetition control structures, arrays and array processing, and sequential file processing. Several major programming projects will be assigned to be completed outside of class and laboratory time. Two class hours, two laboratory hours. Prerequisite: CIS 100 or (CPT 111 and CPT 112 and CPT 115) all with a grade of C or better.

CIS 110  Building and Maintaining the PC  3 Credits
This course will familiarize the student with the hardware and software of the Personal Computer. The student will assemble a PC, install an operating system, install application software, connect peripheral devices, and troubleshoot problems. The student will also learn number systems as related to memory, memory management, and operating system functions. Two class hours, two laboratory hours. Prerequisites: CIS 100 or CSC 101, or (CPT 111 and CPT 112 and CPT 115), all with a grade of C or better.

CIS 121  Microsoft Office  4 Credits
Provides an in-depth hands-on introduction to the major software packages included in Microsoft Office: Word, Excel, Access, PowerPoint, and Outlook. Several major projects will be assigned to be completed outside of class time. Basic knowledge of the PC, keyboard, and mouse are required. Four class hours.

CIS 201  Introduction to Web Site Programming and Design  3 Credits
This course will provide the student with a solid background in programming and design concepts used in developing a web site. Topics include web overview, coding HTML, programming with JavaScript, design, implementation on a server, and use of web development software. Two class hours, two laboratory hours. Prerequisite(s): A grade of C or better in either CSC 101 or CIS 101.

CIS 208  Visual Basic Programming  3 Credits
This course covers intermediate topics of VB.NET Object-Oriented Application Development programming. Topics include: An introduction to VB.NET, VB.NET objects and their properties, variables, constants, performing calculations, coding VB.NET selection control structures, coding visual basic repetition control structures, menus, sub procedures with parameter passing, multiple forms, arrays, control arrays, arrayLists, multi-dimensional arrays, database file processing, validation, error trapping, exception handling, basic SOL, and basic graphics. Students will create several projects that demonstrate their understanding of these topics. Two class hours and two lab hours. Prerequisite: CIS 101 or CSC 101 with a grade of C or better.

CIS 209  Systems Analysis and Design  3 Credits
A study of the skills required to perform the role of systems analyst. Emphasis will be placed on developing these systems analyst skills as they apply to the designing, developing and implementing business application software that runs on large mainframe to client-server systems. Topics include: project management tools, sampling and investigating hard data, questionnaires, observations, prototyping, developing UML diagrams to graphically depict a system, developing process specifications, designing effective input and output, and using CASE tools.
output, developing an E-Commerce based business, database design with normalization, and designing effective user interfaces. Students are expected to work on a team project during the entire semester to develop and present a system proposal to the class. Two class hours and three lab hours.

**Prerequisite:** CSC 101 or CIS 101 with a grade of C or better.

**CIS 211 Applied Database Concepts 3 Credits**
A sound introduction to database concepts with Microsoft Access. Emphasis will be on using Access to build and maintain relational databases. The student will create databases, queries, custom forms and reports, use macros and modules using the Visual Basic for Applications for programming languages and SQL. Two class hours, two laboratory hours.

**Prerequisites:** CSC 101 or CIS 101 with a grade of C or better.

**CIS 212 Introduction to Data Warehousing 3 Credits**
This course focuses on the technical aspects of building a data warehouse. The topics covered will include the DSS life cycle, data warehouse architectures, system planning, warehouse requirements gathering, schema development, warehouse design, and user data access. Two class hours, two laboratory hours. Offered Fall, Spring and Summer Semesters.

**Prerequisite:** CIS 211 or equivalent experience with modern database management programs.

**CIS 213 Database Programming 3 Credits**
This is a second course in database technology focusing on database programming. Topics will include the relational data model, Structured Query Language (SQL), Data Definition Language (DDL), Data Control Language (DCL), Data Manipulation Language (DML) commands, database programming, event triggers, stored procedures, query plans and query optimization techniques. Two class hours, two laboratory hours. Offered Fall, Spring and Summer Semesters.

**Prerequisite:** CIS 211, or equivalent experience with modern database management programs.

**CIS 221 Applied Database Concepts with an Oracle Database 2 Credits**
A sound introduction to database concepts using the database Oracle. Emphasis will be on using Oracle to build and maintain relational databases. The student will create databases, queries, custom forms and reports, and use PL/SQL. Two class hours and two lab hours.

**Prerequisite:** CSC 101 or CIS 101 with a grade of C or higher

**CIS 223 Computer Programming - C++ 3 Credits**
This course presents the principles of computer programming using the C++ language. Topics covered include the use of variable types, expressions, control structures, pre-processor commands, functions, arrays, strings, pointers, structures, classes, objects, and files. Several major programming projects will be assigned to be completed outside of class and laboratory time. Two class hours, two laboratory hours.

**Prerequisite:** CSC 101 or CIS 208 with a grade of C or better.

**CIS 225 Advanced JAVA Programming 3 Credits**
A second course in Java programming focusing on advanced language features. Topics will include Object Oriented Analysis and Design (OOAD), methodologies, automatic documentation generation using JAVADOC, Graphical User Interface (GUI) development, threads, database programming using Java Database Connectivity (JDBC), network programming using sockets and Remote Method Invocation (RMI), N-tier programming using Common Request Broker Architecture (CORBA), object serialization and remote objects, and collections. Two class hours, two laboratory hours.

**Prerequisites:** CSC 101 or CIS 223 with a grade of C or better.

**CIS 290 Independent Study Variable Credit**
See the Department Chairperson.

### Computer Related Curricula

**CE 279 Cooperative Education-Computer Related Curricula 4 Credits**
Students who work or desire to work either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career related classroom seminar (2 hours per week on campus) while working at a job (225 hours per semester) in the area of Computer Related Curricula. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. Working an additional 225 hours (no seminar requirement) allows a student to earn two more credit hours for a total of six credit hours, the maximum possible on a Co-op program. (The Department Chair and the Co-op Director must approve a student’s working toward the additional two credits.) The Co-op Office located in 3-108 will assist in obtaining jobs. Present job may qualify.

**Prerequisite:** 24 credit hours with a 2.0 average.

**CRC 101 Practical Computer Literacy 3 Credits**
This course is designed for persons with no experience using a computer. Focus will be on personal computers (PC) using the Microsoft Windows operating system, but other operating systems will be discussed. Upon successful completion of this course, students should be able to execute basic commands for creating, saving, deleting and locating files on a PC, prepare and print documents in Microsoft Word, design and set up a spreadsheet with basic functions and graphs using Microsoft Excel, identify major components of a computer system, operate a computer in a network environment, work with e-mail, use an Internet browser, communicate effectively with computer personnel, and understand and use appropriate terminology, especially as it relates to purchasing and operating a PC. This is a hands-on course. Several major projects will be assigned to be completed outside of class time. Students are not required to own a computer. Three class hours. Open to any student. Keyboarding skills are recommended.

**CRC 110 Introduction to Web Site Design 1 Credit**
Hands-on practice designing and writing HTML documents. Students will learn to create WEB pages for fun, education, and business. Students will also discover how to add tables, images, sound, video and forms to their WEB pages. Project required. BASIC KNOWLEDGE OF MICROSOFT WINDOWS INCLUDING FILE MANAGEMENT IS REQUIRED. One class hour.

**CRC 111 Surfing the Internet 1 Credit**
A hands-on introductory course on accessing the Internet using a browser program. Students will learn the history of the Internet and its impact on society. Students will be taught the basic tools of the World Wide Web for searching, uploading, and downloading. E-mail, newsgroups, and chat rooms will also be covered. Projects required. Basic knowledge of the PC, keyboard, mouse, and Windows are required. Five class hours per week for 3 weeks.

**CRC 112 Introduction to Microsoft Windows 1 Credit**
An introduction to the Windows operating system. Students will learn the basics of mouse functions, managing your computer’s desktop, opening programs, switching between windows, and file management. One class hour.

**CRC 113 Introduction to Microsoft Excel 1 Credit**
This course is designed to cover the main features of Excel and demonstrate the advantages of using a powerful electronic spreadsheet. This hands-on course will give the student an overview of creating and formatting worksheets, manipulating data, and designing charts. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.

**CRC 115 Introduction to Microsoft Word 1 Credit**
A word processing course designed to introduce Word. Students will learn how to create, modify, and print documents. This hands-on course includes specially prepared exercises that give practical experience in using Word’s tools. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.
CRC 116  Introduction to Microsoft Access  1 Credit
An introduction to database theory and practice using the features of Access. Students will learn to create and modify the database, design and create queries, and use forms and reports in a 'hands-on' lab environment. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.

CRC 117  Introduction to Microsoft PowerPoint  1 Credit
This course covers PowerPoint's major features. Students will be able to create and customize multimedia presentations. Specially prepared exercises will provide 'hands-on' learning. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.

CRC 118  Basic Personal Computer Operations and Maintenance  1 Credit
This course is designed for persons who own or plan to purchase a personal computer, but have limited experience in the basic operations and maintenance of a computer. Topics covered will include key components of a computer system, computer purchase considerations, software installation and upgrades, installation of peripheral devices, and basic maintenance. Students will get hands-on experience. One class hour.

CRC 119  Introduction to Dreamweaver MX  1 Credit
Introduction to web site design using Dreamweaver MX software. Topics include the Dreamweaver interface, lists, links, tables, images and frames. Basic knowledge of Microsoft Windows including file management required. This course will be taught in an electronic classroom. One class hour.

CRC 120  Introduction to Health Information Processing  3 Credits
A study of information technology concepts as they relate to health information. Topics include an overview of information processing concepts and computer hardware and software. Learning and lab activities involve use of the Internet and Microsoft Word, Access, Excel, and PowerPoint, as used in health care related settings. Spring semester only. Two class hours, two laboratory hours.

CRC 121  Introduction to Macromedia Flash MX  1 Credit
An introduction to creating multimedia using Macromedia Flash MX software. In a 'hands-on' computer environment using a guided approach, the student will learn to combine graphics, animation, and sound to create engaging web-based multimedia. Prerequisite: Basic knowledge of Microsoft Windows including file management required.

CRC 122  Computer Animation Using Alice  3 Credits
This course focuses on the fundamentals of computer programming using the programming environment called Alice. This is an introductory course in object-oriented programming using animation. Alice enables you to create animation projects in a small virtual world using 3-dimensional models. Using the Alice programming language you can be a director of a movie, or creator of a video game where 3D objects in an on-screen virtual world move around according to the directions you provide. Basic knowledge of the personal computer, including file management, is required. It is assumed that all students have experience using personal computers, an electronic mail system, and the Internet. Three class hours. Offered Fall, Spring and Summer Semesters. Prerequisite: MTH 098 must be completed or up to Math Level II

CRC 170  Spreadsheet Applications Excel  3 Credits
An intensive course covering Microsoft Excel. Objectives include preparing, formatting, and enhancing worksheets, applying formulas and functions, charting, using analysis, linking, workgroup features, and increase productivity through use of macros and templates. This course is designed to teach skill sets needed for the Microsoft Office Certification Exam. Knowledge of the personal computer, keyboard and mouse is strongly recommended. Three class hours.

CRC 171  Microsoft Access-Records Management  3 Credits
An intensive course that covers Microsoft Access. Objectives include planning and designing databases; building and modifying tables, forms, and reports; advanced manipulation of data; defining relationships; modification of report properties; subforms, switchboards, PivotTables, and importing/exporting data. This course is designed to cover skill sets needed for the Microsoft Office Certification Exam. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Three class hours.

CRC 172  Microsoft PowerPoint--Presentations  2 Credits
This course will offer a thorough coverage of the Microsoft PowerPoint presentation package. Areas covered include all skill sets needed for Microsoft Office Certification Exam. Instruction will cover animation, use of color and objects, and importing and exporting data and images. Activities include creating a slide show as well as delivering the presentation. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Two class hours.

CRC 174  Microsoft Publisher--Desktop Publishing  2 Credits
This course will focus on the production, assembly, and design of administrative publications through the use of Microsoft Publisher using the personal computer. Topics will include designing page layout, creating graphics, using templates, manipulating text and graphics, using style sheets, scanning images, and adding special effects. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Two class hours.

CRC 201  Introduction to UNIX  1 Credit
This course provides the student with hands-on experience with UNIX command-line functions, the VI editor, file management tools, and command shells. The student will learn user-level commands and gain basic knowledge about the UNIX operating system. A project will be assigned to be completed outside of class time. One class hour. Prerequisite: CSC 101 or CIS 101 with a grade of C or higher.

CRC 202  UNIX Shell Scripts  1 Credit
This course is a continuation of CRC 201. The student will learn to create simple scripts for sed, awk, and the shell using basic user-level and advanced commands. Implementation of case, if-else, and iteration techniques will be taught. Additional topics presented will include grep, regular expressions, meta-characters, user and system variables, and the UNIX file system. A project will be assigned to be completed outside of class time. One class hour. Prerequisite: CRC 201 with a grade of C or better.

CSC 101  Introduction to Computer Science  4 Credits
A first course in programming for the Computer Science student. Emphasis will be on program specification, analysis, problem solving and implementation using an object-oriented language such as JAVA. Topics include definitions of classes and objects, algorithm development and methods, primitive and reference data types, arrays, strings, and operators. Successful completion of this course with a C or better is required for further progress in Computer degree programs. Several major programming projects will be assigned to be completed outside of class and lab. Three class hours, two laboratory hours. Completion of this course with a C or better is required before taking any other CSC courses. Prerequisite: MTH 172 or MTH 175, or CIS 100 and MTH 185, or MTH 185 and CPT 111 and CPT 112 and CPT 115, all with a grade of C or better.

CSC 103  Introduction to Data Structures  4 Credits
An introduction to basic data structures, and a continuation of CSC 101 for Computer Science majors. Topics include sequential lists, linked lists, stacks, queues, recursion, binary trees, searching and sorting. Other topics include algorithm analysis and design, inheritance, polymorphism. An object oriented language such as Java will be used to implement algorithm and further develop general programming skills. Students will
be required to complete several programming projects outside of class. Three class hours, two laboratory hours. 
Prerequisite: CSC 101 with a grade of C or better.

CSC 202 Assembly Language Programming of Embedded Microcontrollers 4 Credits
The student will learn how to program, interface and troubleshoot a modern embedded processor such as the Motorola 68HC11/12. Microcontroller architecture will be stressed. Other topics include logic building blocks such as counters, registers, decoders and memory devices. Laboratory work will focus on program development implementation and debugging techniques. Several programming projects will be assigned to be completed outside of class and lab. Three class hours, two laboratory hours. 
Prerequisite: CIS 101 or CSC 101 with a grade of C or better.

CSC 206 Digital Computer Organization 3 Credits
This course provides an introduction to the design of the digital computer. Topics include number systems, digital gates, Boolean Algebra, design and implementation of combinational and sequential circuits, decoders, encoders, multiplexers, flip-flops, counters, registers and memory devices. Laboratory experiments include building combinational and sequential circuits. Two class hours, two laboratory hours. 
Prerequisite: CSC 101 or CIS 101 with a grade of C or better.

CSC 214 Electronic Vision and Image Processing 3 Credits
This course introduces the student to the basic elements of digital image acquisition and processing by examining how CCD’s (charge coupled devices) function and how they are used in a camera to capture an image. Practical hands-on laboratory projects reinforce concepts while the student learns how a truly scientific grade, low noise CCD camera is built from ground-up using discrete components. The students problem solving skills are put to the test as they work in small specialized groups to attack challenging problems. Practical programming skills are developed as the student learns how to apply a high level programming language such as Java, C, Python and/or LabVIEW to facilitate in design, experimentation, data acquisition, image processing and analysis. Topics covered include: types of image sensors, performance characteristics, noise, digitization, scaling, color and gray scale rendition. This course is typically offered in the Spring, biannually. Two class hours, two laboratory hours. 
Prerequisite(s): MTH 165 or higher and an introductory programming course such as CIS 101 or CSC 101 or CIS 223.

CSC 215 Introduction to Linux 3 Credits
A course designed to introduce the student to the Linux operating system. Topics will include system installation and configuration, basic system administration, system updates, network services configuration, printer configuration, system services, and scripting. Two class hours, two laboratory hours. 
Prerequisite(s)/Corequisite(s): CIS 101 or CSC 101, both with a grade of C or better.

Computer Security

SCR 111 Computer-Related Crime and Security 3 Credits
A study of computer crime including use of the computer to commit fraud, embezzlement, theft; pirating of software; theft of new developments in computer hardware and software. Areas of computer vulnerability, as well as physical security, security, protective, preventive, and investigative procedures will be explored. Statutes to prosecute offenders will be analyzed. Three class hours.

SCR 112 Physical Security of Computer Systems 3 Credits
Study of physical computer security requirements including: location of computer in facility; securing facility and computer from improper, unauthorized, or illegal access; hazardous conditions; industrial and foreign espionage or sabotage; bombs and bomb threats; arson; securing electrical and telecommunications systems; camera and other surveillance techniques; backup records and their security; natural disaster controls. Three class hours.

SCR 151 Introduction to Security 3 Credits
A study of the functions of industrial security forces in protecting industry, retail businesses, and educational institutions, emphasizing relationships between private security agencies and public law enforcement organizations. Consideration of organizational structure, authority, and responsibilities of security forces. Fall semester only. Three class hours. (Open to any student when seats are available after all Criminal Justice students have registered.)

SCR 211 Computer Security I 3 Credits
This course will discuss the dimensions of the computer security problem, the types of computer-related, computer-assisted, or computer-abuse crimes, a profile of the electronic criminal; infiltration by organized crime; the selection of personnel; establishment of a code of ethics, policies, procedures, a master plan, and methods of insureing adherence; potential sources of attack and security measures to prevent or protect against. Three class hours.

SCR 212 Computer Security II 3 Credits
This course provides the student with the knowledge and skills to prevent data theft, protect intellectual property, thwart identity theft, ensure compliance with security related laws, counter cyber-terrorism, and prevent loss of productivity from security breaches. Two class hours, two laboratory hours. 
Prerequisite: SCR 211

SCR 215 Computer Forensics and Investigations 4 Credits
Computers can be used to commit crimes, and crimes can be recorded on computers, including violations of company policies, records of embezzlement, email harassment, murder, leaks of proprietary information, and even terrorism. Law enforcement, network administrators, attorneys, and private investigators now rely on the skills of professional computer forensics experts to investigate criminal and civil cases. This course is intended to provide a foundation in computer forensics, and provide hands-on practice in applying forensics techniques. Three class hours, two laboratory hours. 
Prerequisite: SCR 212

Computer Technology

CPT 111 Problem Solving I - Analysis 1 Credit
This is the first course in a series of three one-credit hour courses designed to develop and/or enhance practical problem solving skills that are particularly useful to students in the computational and networking disciplines (laboratory component is network based). This course will focus on the analysis phase of problem solving, which includes stating and understanding the problem, the establishment and interpretation of problem-related specifications, and designing and testing algorithmic-based solutions to the problem. Once class hour. 
Prerequisite: MTH 104 or equivalent

CPT 112 Problem Solving II - Design 1 Credit
The second in a series of three one-credit hour courses designed to develop and/or enhance practical problem solving skills that are particularly useful to students in the computational and networking disciplines (laboratory component is network based). This course will focus on the solution design phase of problem solving, which involves a deeper understanding of digital storage data types and information addressing mechanisms. Mechanisms for testing one’s design will be emphasized throughout the course. One class hour. 
Prerequisite: CPT 111
CPT 113  Problem Solving III - Implementation  1 Credit
The third in a series of three one-credit hour courses designed to develop and/or enhance practical problem solving skills and foster critical thinking that is particularly useful to students in the computational and networking disciplines (network based exercises will be utilized throughout the course). This course will focus on developing skills required in the final stages of solution implementation (specifically the programming phase) of the problem solving. A data-flow approach utilizing a language such as LabVIEW will be extensively utilized. Discussion topics will include Networks of Boolean, Bitwise, Logical operators, State Diagrams, Synchronous and Asynchronous Timing situations, Numerical Transformations to encode and decode data streams, and comprehensive testing. One class hour, one laboratory hour.
Prerequisite: CPT 112

CPT 114  Problem Solving and Robotics  3 Credits
This course is designed to develop and/or enhance practical problem solving skills and apply these skills to Robotics. Challenging exercises and robotics projects are designed to foster critical thinking that is particularly useful to students interested in the engineering, computational and networking disciplines. The course focuses on the analysis, design and implementation phases in developing a complete solution to a given problem. Major concepts discussed include algorithm development, number system conversions, logic flow diagram development, and solution testing. Appropriate use of data types, conditional selection, repetitive, and iterative solutions are emphasized throughout the course. A data flow programming approach using LabView is utilized extensively throughout the course to implement and test concepts. Projects make use of the exciting and challenging Lego Mindstorms Robotics system to create real-life applications that build on the skills developed throughout the course.
Prerequisite: MTH 104 or higher level Algebra course

CPT 115  Introduction to Networks  3 Credits
This course corresponds to the first semester of the Cisco Networking Academy Exploration track. It introduces students to the architecture, structure, functions, components, and models of the Internet and other computer networks. It uses the OSI and TCP layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for further studies in computer networking. Hands-on labs for this course use a "model Internet" to allow students to analyze real data without affecting production networks. At the end of the course, students build simple LAN topologies by applying basic principles of cabling, performing basic configurations of network devices such as routers and switches, and implementing IP addressing schemes. Two class hours, two laboratory hours.

CPT 210  Operating Systems and Peripherals  3 Credits
Fundamental multitasking/multi-user operating system concepts, as applicable to modern day computer systems, are studied. Major topics include priority boosting, priority and round robin scheduling, virtual memory management, paging, mapping, swapping, and process management. Applications that interface to the outside world via the PC's external I/O ports are examined in the laboratory. Emphasis is placed on developing simple “device drivers” using a combination of low and high level language tools. Two class hours, two laboratory hours.
Prerequisites: A grade of C or better in CIS 101 or CSC 101

CPT 215  Routing Fundamentals  3 Credits
This course corresponds to the second semester of the Cisco Networking Academy Exploration track. It describes the architecture, components, and operation of routers, and explains the principles of routing and routing protocols. Students analyze, configure, verify, and troubleshoot the primary routing protocols RIPv1, RIPv2, EIGRP, and OSPF. By the end of this course, students will be able to recognize and correct common routing issues and problems. Two class hours, two laboratory hours.
Prerequisites: CPT 115 with a grade of C or better.

CPT 216  Advanced Networking Concepts  3 Credits
This course focuses on securing local and wide area networks from the network administrator and an outside point of view. With successful completion of this course, students will have a thorough understanding of how outsiders attack networks and how to prevent these attacks from being successful. Students will also have a thorough understanding of current technologies that run over LANs and WANs and demand robust security. These technologies will be covered in depth throughout this course. Two class hours, two laboratory hours.
Prerequisite: CPT 215 with a grade of C or better.

CPT 217  LAN Switching  3 Credits
This course corresponds to the third semester of the Cisco Networking Academy Exploration track and provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer.

The course explains how to configure a switch for basic functionality and how to implement Virtual LANs (VLAN), VLAN Trunking Protocol (VTP), and Inter-VLAN routing in a converged network. The different implementations of Spanning Tree Protocol (STP) in a converged network are presented, and students develop the knowledge and skills necessary to implement a wireless local-area network (WLAN) in a small-to-medium network.
Prerequisite: CPT 217

CPT 218  WAN Systems  3 Credits
This course corresponds to the fourth semester of the Cisco Networking Academy Exploration track. It explores the WAN technologies and network services required by converged applications in enterprise networks. The course uses the Cisco Network Architecture to introduce integrated network services and explains how to select the appropriate devices and technologies to meet network requirements. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services. Finally, students learn how to detect, troubleshoot, and correct common enterprise network implementation issues.
Prerequisite: CPT 217

Cooperative Education
Most Cooperative Education courses are housed in their respective disciplines. Those C E course descriptions which do not appear below can be located under the discipline noted:

C E 210  Cooperative Education-Liberal Arts  4 Credits
Students who work or desire to work either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career related classroom seminar (2 hours per week on campus) while working at a job (125 hours per semester) in the area of Liberal Arts. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. Working an additional 225 hours (no seminar requirement) and meeting certain other prerequisites allows a student to earn two more credit hours for a total of six credit hours, the maximum possible on a Co-op program. (The Department Chair and the Co-op Director must approve a student’s working toward the additional two credits.) The Co-op Office, located in 3-108 will assist in obtaining jobs. Present job may qualify. Appropriate work experience must be approved by the Co-op Coordinator. Must have completed 24 credit hours with a 2.0 GPA. Exceptions with permission from the Co-op Office.

C E 255  Cooperative Education-Disney World  3 Credits
This course teaches students how to market skills such as communication, customer service, problem solving, conflict resolution, decision making, self-management, and creative thinking. Key elements of the course include the development of a 30-second commercial, cover letter, resume, and networking strategy. The students will also learn interview and negotiation techniques. Two class hours, forty experiential hours. Offered Fall and Spring Semesters.
C E 260 Cooperative Education-Hospitality
See Hospitality

C E 263 Cooperative Education-Interior Design
See Interior Design

C E 270 Cooperative Education-Office Technology
See Office Technology

C E 271 Cooperative Education-Heating, Ventilating and Air Conditioning
See (HVA 271)

C E 279 Cooperative Education-Computer Related Curricula
See Computer Related Curricula

### Court Reporting

**CRT 112** Computer-Aided Transcription 2 Credits
This course introduces students to the effective use of the basic commands of the specialized software program that enables keystrokes on a computer to be simultaneously translated into English. Students learn to read, translate, transcribe and print dictation and speed tests taken on the computerized stenotype machine and to build and maintain a personal dictionary. Students also learn to recognize, diagnose and correct simple problems with computer hardware and software. Two class hours. Prerequisites: CRT 101 and HIM 104; corequisites: CRT 102 and OIT 141.

**CRT 113** Computer-Aided Transcription II 2 Credits
Continuation of CRT 112. Students learn to accurately and effectively apply advanced commands of computer-aided transcription (CAT). Students read, translate, transcribe and print dictation and speed tests taken on the computerized stenotype machine and to build and maintain a personal dictionary to include specialized legal, medical and technical terminology. Basic captioning techniques are introduced. Students also continue to recognize, diagnose and correct simple problems with computer hardware and specialized software. Two class hours. Prerequisites: CRT 102, CRT 112, HIM 104, OIT 141; corequisite: CRT 103.

**CRT 201** Court Reporting IV 4 Credits
Students will achieve competency utilizing machine shorthand to write the spoken word at 100 and 120 words per minute. Students will continue to refine theory and employ techniques necessary to increase speed, endurance, and accuracy. Competency will be measured through bi-weekly, five-minute performance tests in each of the following types of dictated material: Literary, Jury Charge, and Two-Voice Testimony with a minimum of 95% accuracy. Students will be expected to devote at least 15 hours per week practicing on steno machine, in addition to class time for skill development. Four class hours. Prerequisite: CRT 103.

**CRT 202** Court Reporting V 4 Credits
Students continue to develop the phonetic writing of machine shorthand. Dictation consists of literary, question and answer, testimony, courtroom dictation and medical and legal material. Emphasis focuses on speed and vocabulary development from materials dictated at varying speeds, length, and difficulty. Read back from stenographic notes is required. To successfully complete the course, students will pass tests at speeds ranging between 140 and 160 words per minute with 95% accuracy. Students will be expected to devote at least 15 hours per week outside class. A lab component is required. Four class hours. Prerequisite: CRT 201.

**CRT 203** Court Reporting VI 4 Credits
Students continue to develop the phonetic writing of computer compatible machine shorthand and real-time software computer aided transcription skills. Dictation consists of literary, question and answer testimony, jury charge, four-voice testimony, medical, and legal material. Emphasis focuses on high speed development at dictation rates ranging from 180-200 wpm of varying length and difficulty. Students take simulated courtroom procedures as tests and are required to turn in one acceptable transcript per week. Student performance competency measurements include grades in editing, grammar, punctuation and related English language skills, weekly transcriptions and the transcription of a five minute dictation test with at least 95 percent accuracy at speeds of 180-200 wpm to successfully complete the course. After passing requirements for 180 wpm, students must complete 50 hours of internship and produce 75 pages of transcript from that work experience. Four-class hours. Prerequisite: CRT 202.

### Criminal Justice

**CRJ 101** Introduction to Criminal Justice 3 Credits
Examines all three segments of criminal justice system: law enforcement, courts, and corrections, including study of their evolution, structure, agencies, career opportunities and requirements, responsibilities, and ethics. Role of Constitution and state and federal laws, current problems of each. Three class hours. Prerequisite: College English placement.

**CRJ 103** Constitutional Law and Rights of People 3 Credits
A study of the Federal Constitution and the Bill of Rights with regard to the rights of the individual, as interpreted by leading U.S. Supreme Court decisions. The first, fourth, fifth, sixth, eighth, and fourteenth amendments will be primarily focused upon with an emphasis on their law enforcement impact. Three class hours. Prerequisite: Student must have recommended College English placement.

**CRJ 104** Criminal Law 3 Credits
A study of the fundamental concepts of the substantive criminal law, including a short history of and purposes of the law, classification of offenses and sentences. A detailed study of mental culpability, defenses, such as infancy, insanity and the anticipatory crimes, offenses against the person; and those involving intrusion upon property, fraud, public administration, and public order. Three class hours. [Need not be taken in sequence.]
Prerequisites: CRJ 101, CRJ 103 andREA 098 C- or better or Reading placement score 71 or permission of instructor.

**CRJ 105** Criminal Procedure Law 3 Credits
A study of the fundamental concepts of the procedural criminal law including such concepts as double jeopardy, immunity, statute of limitations, the filing of accusatory instruments, arrest without a warrant, the issuance and execution of a warrant of arrest, arraignments, preliminary hearings, bail, trial, grand and petit juries. Three class hours. [Need not be taken in sequence.]
Prerequisites: Successful completion of CRJ 101 and CRJ 103. Recommended not to be taken concurrently with CRJ 104.

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CRJ 121 Criminal Justice Education Internship I 3 Credits
An activity designed to enhance both the theoretical and educational concepts learned in the practical work experience gained by working 90 hours during a semester in an approved criminal justice agency. This course is also designed to assist you in your career exploration. You are required to find the right agency in which to do your internship. To get the most out of this course you should be working in an agency and in a position that best represents your career goal. Papers and assignments will be completed on the work experiences and their educational value.
Prerequisites: Successful completion of CRJ 101 and CRJ 102, or permission of instructor.

CRJ 170 Introduction to Corrections 3 Credits
This course focuses on the major programs within the corrections component of the criminal justice system. It includes analysis of probation, institutional treatment, parole, and community corrections programs. Development of corrections philosophy, theory, and practice will be presented with emphasis on constitutional rights of offenders. Three class hours.

CRJ 171 Legal Aspects of Corrections 3 Credits
A review of the Constitution, Bill of Rights, civil rights of institutional inmates and those under supervision; legal authority and responsibilities of institutional, probation and parole officers; procedural law with an explanation of the court systems of the U.S. at all levels, emphasizing adversary proceedings in the criminal and civil courts as they apply to corrections. Three class hours. Prerequisite: Successful completion of CRJ 101 and CRJ 103.

CRJ 172 Institutional Procedures and Treatment of Inmates 3 Credits
The function of the correctional officer is examined: attitude, obligations and authority. Institutional procedures in reception, classification, program assignment and release procedures are reviewed. Trends in jail programs, work release programs, half-way houses, narcotic addiction control centers and contract program planning are described and evaluated. Three class hours. Prerequisite: Successful completion of CRJ 101 and CRJ 103.

CRJ 201 Principles of Investigation 3 Credits
A study of the qualities of an investigation, general criminal investigative methods, procedures and techniques, and phases of investigation. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 204 Juvenile Justice 3 Credits
Juvenile delinquency and the role of the criminal justice practitioner in handling juvenile matters is examined. The philosophy and history of juvenile proceedings, including trends in prevention, placements, current court decisions and “rights of children” are emphasized. The Family Court Law of New York and handling of juvenile matters are explored. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 207 Criminal Evidence 3 Credits
A study of rules of evidence in criminal matters. Particular emphasis is placed on rules of evidence in the fourth, fifth, and sixth amendments of the Bill of Rights which safeguard such fundamental individual liberties as personal security, protection from self-incrimination, and right to counsel, with emphasis on New York law. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 208 Police Management and Supervision 3 Credits
A study of police organizations, their hierarchical structure, techniques of administration and management utilized in standard police organizations with emphasis on problems of supervision, responsibility, and control of police units. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 209 Crime Scene Management 3 Credits
Examines the application of the physical and biological sciences to criminal investigation. Modern technology will be detailed as it applies to crime scene management, fingerprint science and photography. Emphasis is placed on the inter-relationship between science and law enforcement. The student will have the opportunity, in a classroom equipped with laboratory materials, to demonstrate their learning with hands-on activities directly related to the contemporary crime scene. Three class hours. Prerequisite: Successful completion of CRJ 101 and CRJ 103, or permission of instructor.

CRJ 211 Community Values and the Administration of Justice 3 Credits
The inter-relationship of community values and ethical conduct in the administration of justice is explored. Through interaction and study, the student will become aware of how community and professional expectations can affect role performance. Open communication and accountability within and without the justice process will be stressed. (It is strongly suggested that students register for this course during their final semester before graduation.) Three class hours. Prerequisites: CRJ 121 or 222 taken concurrently or previously completed and successful completion of 21 CRJ credit hours or permission of instructor.

CRJ 214 Study of White Collar and Organized Crime 3 Credits
A study of white collar and organized crime which examines historical perspectives and touches on economic, solical, political, and criminal impact on the United States including corruption of political officials, steps federal and state governments are taking to meet the problems. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 217 Community Based Corrections 3 Credits
A seminar which explores alternatives to incarceration in centralized penal institutions. Problems of work-release and school-release programs are discussed. Management of halfway houses, probation, and parole are reviewed. The success and failure of community-based corrections programs in the United States and in Europe are also explored. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 222 Criminal Justice Education Internship II 4 Credits
An activity designed to enhance the Criminal Justice student’s theoretical and educational concepts with practical work experience gained by working 180 hours during a semester with a cooperative Criminal Justice Agency. Seminars will be held and papers written on the work experiences and their educational value. One hundred eighty field work hours. (It is strongly suggested that students register for this course during their final semester before graduation.)

CRJ 250 International Studies in Criminal Justice 3 Credits
A general survey of criminal justice systems and crime problems in selected countries will be studied by an internationally comparative approach in a foreign setting. Police, government, and correctional processes will be studied and analyzed. Emphasis will be placed on a total review of current concepts, policies, and practices. Three class hours in pre-and post-visit seminars respectively, plus daily for two weeks in a foreign country. Student responsible for tuition and own cost of transportation, lodging, and meals.

CRJ 290 Independent Study Variable Credit
See the Department Chairperson.
Dental Assisting

DAS 110  Preclinical Dental Assisting  4 Credits
This course will present background information about the history of the dental professions, relationships and responsibilities of the dental team members, ethical and legal considerations for dental health practitioners, and the concepts of dental treatment procedures. This course also includes the study of the equipment, instrumentation procedures and techniques that are required for the practice of dental assisting functions. Preclinical practice will prepare the student for clinical practice in the following semester. The on-campus course consists of two lecture hours and four laboratory hours per week. Offered both Fall and Spring Semesters.

DAS 117  Biomedical Foundations for Dental Assisting Practice  3 Credits
This course will offer a didactic component that will include higher level science-based theory and case study investigation to expand the student’s educational foundation, clinical application, critical thinking skills and ability to research and interpret new technologies and procedures to enhance patient treatment and promote oral health care. Offered Fall, Spring and Summer Semesters. Three class hours.

DAS 120  Basic Clinical Dental Assisting Practice  5 Credits
This course will emphasize the clinical application of dental assisting skills. Students will be assigned to various dental settings where they will have an opportunity to observe dental procedures, actively practice dental assisting functions/skills, and work with dental professionals in both general dentistry and specialty areas. A conference component will provide an avenue for discussion and expansion of the students’ clinical experiences, additional dental theory, treatment modalities, and ethical concerns about dental assisting practice. Students must receive a C or better to continue in the Dental Assisting program. Spring semester only. Two conference hours, twenty clinical hours. Prerequisite: Successful completion of all first semester Dental Assisting courses.

DAS 227  Dental Specialties Procedures  2 Credits
This course will introduce various dental specialty practice procedures, techniques, instrumentation, armamentarium and patient management procedures, as well as the dental assistant’s role in these treatment procedures. The course will consist of one lecture hour per week and one two-hour laboratory each week. Two laboratory hours, one lecture hour.

Dental Hygiene

DEN 110  Dental Health Education  1 Credit
Emphasis is placed on the philosophies of education, communication skills and motivational techniques as they apply to individuals and group health education. Also included are planning, organizing and evaluating chair-side dental health education, methods of presentation, and use resource material. Fall semester only. One class hour. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 111  Dental Radiography I  2 Credits
An introduction to physics and biology of radiation; radiation hygiene; equipment and materials; film exposure and processing, technique and chemistry. Fall semester only. One class hour, two laboratory hours. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 112  Oral Anatomy and Physiology I  2 Credits
This course includes anatomical identification of and discussion of function of the structures of the oral cavity and the surrounding landmarks of the face and head. Clinical application will be discussed concerning occlusion, anesthesia, mastication, radiographic interpretation, and identification of variations in anatomy. Fall semester only. Two class hours, one conference hour. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 113  Barrier Precautions and Infection Control Measures  1 Credit
Focuses on the scientifically accepted principles and practices of infection control. This course will provide the student with the core elements on infection control and barrier precautions. Fall semester only. One class hour. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 114  Dental Hygiene I  2 Credits
An introduction to dental and dental hygiene practice; basic concepts, methods materials and techniques of dental hygiene care. Fall semester only. Two class hours. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 115  Clinical Dental Hygiene I  2 Credits
Emphasis in this course is placed on the practical application of dental hygiene care. To enhance skill development, students may be required to provide patients for clinical practice. Fall semester only. Six clinical hours. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 116  Dental Assisting Practice  3 Credits
This course accompanies DAS 117 and includes higher level science-based theory and case study investigation to expand the student’s educational foundation, clinical application, critical thinking skills and ability to research and interpret new technologies and procedures to enhance patient treatment and promote oral health care. Offered Fall, Spring and Summer Semesters. Three class hours.

DEN 117  Biomedical Foundations for Dental Assisting Practice  3 Credits
This course will offer a didactic component that will include higher level science-based theory and case study investigation to expand the student’s educational foundation, clinical application, critical thinking skills and ability to research and interpret new technologies and procedures to enhance patient treatment and promote oral health care. Offered Fall, Spring and Summer Semesters. Three class hours.

DEN 118  Basic Clinical Dental Assisting Practice  5 Credits
This course will emphasize the clinical application of dental assisting skills. Students will be assigned to various dental settings where they will have an opportunity to observe dental procedures, actively practice dental assisting functions/skills, and work with dental professionals in both general dentistry and specialty areas. A conference component will provide an avenue for discussion and expansion of the students’ clinical experiences, additional dental theory, treatment modalities, and ethical concerns about dental assisting practice. Students must receive a C or better to continue in the Dental Assisting program. Spring semester only. Two conference hours, twenty clinical hours. Prerequisite: Successful completion of all first semester Dental Assisting courses.

DEN 119  Dental Assisting Clinical Experience  1 Credit
This course accompanies DEN 114 and includes the clinical experience requirements necessary for completion of the Dental Assistant Rapid Track (DART) program. Students must successfully pass all skill competencies and meet or exceed the specific clinical experiences and hour requirements. This course will provide an opportunity to apply dental assisting skills in a clinical setting. Students will actively participate in and practice dental treatment procedures in both general dentistry and specialty areas. Specific skill competency will include those functions/procedures allowed by the New York State Education Law. 500 experiential hours. Offered Fall, Spring and Summer Semesters.

DEN 120  Basic Clinical Dental Assisting Practice  5 Credits
This course will emphasize the clinical application of dental assisting skills. Students will be assigned to various dental settings where they will have an opportunity to observe dental procedures, actively practice dental assisting functions/skills, and work with dental professionals in both general dentistry and specialty areas. A conference component will provide an avenue for discussion and expansion of the students’ clinical experiences, additional dental theory, treatment modalities, and ethical concerns about dental assisting practice. Students must receive a C or better to continue in the Dental Assisting program. Spring semester only. Two conference hours, twenty clinical hours. Prerequisite: Successful completion of all first semester Dental Assisting courses.

DEN 121  Dental Radiography II  2 Credits
Continuation of DEN 111. Anatomical landmarks; deviations from normal; evaluation of radiographs. Extra and intraoral projections. Fall semester only. One class hour, two laboratory hours. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 122  Oral Anatomy and Physiology II  2 Credits
This course will study the embryologic development of the face, oral cavity and the teeth and histologic structure of the teeth and oral tissues, and review developmental conditions and anomalies related to dental and oral structures. Function and variations in function will be review as well as the clinical significance and application of knowledge to patient evaluation and treatment. Spring semester only. Two class hours, one conference hour. Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 123  Oral Pathology I  1 Credit
A brief introduction to principles of general pathology and inflammation. Students will learn to identify and describe normal and abnormal oral soft tissue lesions. Emphasis will be on pathology of oral mucosa, dental tissues and related structures. Developmental anomalies of teeth and anatomical variation of oral soft tissues will be studied; also systemic diseases and their oral manifestations. Spring semester only. One class hour. Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 124  Dental Hygiene II  1 Credit
This course continues to build knowledge for dental hygiene care, treatment planning, and case management. Spring semester only. One class hour.
DEN 125  Clinical Dental Hygiene II  4 Credits
The beginning level of clinical patient care utilizing primary level skills in patient histories, exams, patient education, treatment, planning, and record keeping. Students will have to provide some of their own patients for practice. Spring semester only. Twelve clinical hours. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 129  Periodontics I  1 Credit
This course begins with a brief review of normal periodontal anatomy and physiology. Classification of periodontal diseases will be discussed with emphasis on plaque induced periodontal diseases. Examination, clinical characteristics, risk factors, and management of patients with these types of periodontal diseases is included. Spring semester only. One class hour. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 211  Dental Materials II 2 Credits
This course includes a study of the physical and chemical properties, manipulation of and uses for the most commonly used dental materials. A lecture component will present background information about the dental materials and a laboratory component will present the practical application for each material (demonstration and lab practice). Fall semester only. One class hour, two laboratory hours. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 212  Community Dentistry I 1 Credit
This course will provide the student with knowledge regarding the foundation of community dentistry and its role in society. Students will explore the primary fields involved in assessing and improving the public’s dental health, including epidemiology and biostatistics. In addition, students will gain experience in evaluating scholarly dental literature. One class hour. Fall semester only. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 213  Oral Pathology II  1 Credit
This course is a continuation of study of pathology or oral mucosa, dental tissues and related structures. Students will view images of oral/facial lesions and answer related questions. Fall semester only. One class hour. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 214  Dental Hygiene III  2 Credits
The focus of this course is on advanced techniques for comprehensive dental hygiene care. Emphasis is placed on case study to help student prepare for the Dental Hygiene National Board. Fall semester only. Two class hours. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 215  Clinical Dental Hygiene III  4 Credits
Course emphasis will be on comprehensive patient care and treatment planning. Course includes radiographic evaluation. A continuation of clinical skill development begun in DEN 125. Students are responsible for supplying clinical patients. Fall semester only. Twelve clinical hours, one hour radiographic evaluation. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 216  Dental Therapeutics I  1 Credit
Systematic approach to general principles of pharmacology. Study of commonly used agents in dentistry, drugs used in specific medical conditions, and drugs used in management of medical emergencies. Introduction to newer drugs and new effects of old drugs. Brief discussion on controlled drugs and drug abuse. Fall semester only. One class hour. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 217  Dental Specialties I  1 Credit
This course examines the essential components, clinical procedures performed, and armamentarium (instruments/equipment) used in the various dental specialties. Students will learn the interactive roles of each dental team member in the practice of the dental specialties. Introduction to the clinical advances and new trends in dentistry is included. Fall semester only. One class hour. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 218  Periodontics II  1 Credit
This course is a continuation of study of periodontal diseases. It covers pathogenesis of diseases, critical analysis of patient assessments, current treatment modalities, and rationale for the same. Fall semester only. One class hour. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 219  Community Dentistry II  1 Credit
This course will provide the student with knowledge regarding the assessment of community dental health needs, particularly through the use of dental indices and biostatistical measures. Students will explore the methods of oral health promotion, disease prevention, and program planning. One class hour. Spring semester only. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 220  Oral Pathology III  1 Credit
This course is a continuation of study of pathology or oral mucosa, dental tissues and related structures. Students will view images of oral/facial lesions and answer related questions. Fall semester only. One class hour. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 221  Dental Therapeutics II  1-3 Credits
Continuation of study of drugs significant to dental practice. Emphasis will be on evaluation and dental management of medically compromised patients with special attention to their medications and drug interactions. Spring semester only. One class hour. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 225  Clinical Dental Hygiene IV  4 Credits
Improvement of clinical skills developed in DEN 215. Students will continue to develop advanced clinical skills, comprehensive dental hygiene treatment plan, total patient care and supportive periodontal treatment (SPT). Course includes radiographic evaluation. Students will be required to supply some patients for clinical practice. Spring semester only. Twelve clinical hours, one conference hour (radiographic evaluation). Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 226  Dental Office Management and Business Practice  1 Credit
This course will help prepare the dental studies student for the job market, and will emphasize dental office practice and job seeking skills. Spring semester only. One class hour. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 227  Periodontics III  1 Credit
Various periodontal surgical procedures will be reviewed in this course. Students will learn pre and post care of periodontal patients, post surgical complications, and latest advances in periodontal diagnostics/treatment. Diagnosis and management concepts of various periodontal diseases will be discussed through case-studies format. Students will write a “Perio Paper” (Writing Intensive Course). One class hour. Spring semester only. Prerequisite: Successful completion of all previous semesters’ DEN courses with a grade of C or better.

DEN 228  Independent Study  Variable Credit
See the Department Chairperson.
Economics

ECO 101 Introduction to Economics 3 Credits
A one-semester, non-technical course designed to answer questions about the economy. How and why does our market economic system work? Why is there inflation and/or unemployment and what are their remedies? How does the government influence our future economic well-being? Where are we on the business cycle? What are the causes and consequences of our growing national debt? What is the Federal Reserve and how does its monetary policy affect you and the interest rate? How is the emerging global interdependence of countries changing our economy and your life? This course will help you understand the economic environment in which you live, work, and vote. This course is not recommended as a Social Science Elective for students enrolled in A.S. programs in Business Administration or International Business. Three class hours. (SUNY-SS)

ECO 103 Personal Money Management 3 Credits
A very practical course which teaches you how to create a financial plan to realize goals, such as home ownership and early retirement. By taking this course, you will learn how to avoid credit trouble, save money on automobile purchases, and buy a desirable home. You will also learn how to protect yourself from financial disaster through the purchase of the lowest cost and safest insurance policies. Finally, you will learn how to make your money grow by investing in stocks, bonds, and mutual funds. Using the techniques you learn in this class will allow you to plan, save, and spend wisely so you and your family will enjoy a better way of life. Three class hours.

ECO 110 Personal Investing 3 Credits
This course is about making money. You will learn the "ins" and "outs" of investing in stocks, bonds, and mutual funds. You will simulate investing using current market data to choose the best stock and bond mutual funds. Learn to use tax advantaged methods of investing, such as 401K plans and IRA's to help your money grow. Additional investment choices will be examined, such as real estate, options, and collectibles. Upon completion of the course, you will have an understanding of Wall Street, the Dow Jones, and various financial markets. Three class hours.

ECO 111 Principles of Microeconomics 3 Credits
This course will help you gain insight and understanding into events that are constantly going on around you. You will learn how to think like an economist by analyzing everything critically, comparing costs and benefits, even in issues normally considered outside the scope of economics. You will use economic reasoning to decide whether you will read your book of economics, whether you will attend class, whom you will marry, and what kind of work you will likely go into after you graduate. The skill you will need to start thinking like an economist will be acquired from topics covered, such as opportunity cost, scarcity and choices, demand, supply, production and costs, the market system, elasticity, market structures, etc. Three class hours. (SUNY-SS) Prerequisite: Intermediate Algebra or MTH 104.

ECO 112 Principles of Macroeconomics 3 Credits
Course focuses on the on-going concerns of the United States economy, unemployment, inflation, and gross domestic product. International economics is woven throughout the course helping to explain the impact of the globalization of our economy and your economic future. To illustrate and aid the student's understanding of these concepts and topics, the course makes extensive use of current events. Students will gain a full view of the current United States economic environment and macroeconomic theory. This course explores macroeconomic models and approaches, such as national income accounting, circular flow, aggregate demand and aggregate supply, and fiscal and monetary policy. Three class hours. (SUNY-SS) Prerequisite: ECO 111 with a grade of C or higher.

ECO 290 Independent Study Variable Credit
See the Department Chairperson.

Education and Early Care

ECE 150 Seminar for Early Childhood Care Givers 1 Credit
This course focuses on professional development for the early childhood care giver. It provides a comprehensive study of the current opportunities for professional development, examination of state and national standards and requirements, identification of roles and settings within the early care and education field, and will lead to the design of an individualized plan for each care giver to follow for career advancement. One class hour.

ECE 151 Developing Skills of Young Children 3 Credits
Examination of the development of children's physical, social, emotional and intellectual skills. The influence different family patterns exert on children's behavior and development will also be explored. The establishment of productive relationships with families will be emphasized throughout the course, as well as the creation of healthy parent/teacher partnerships. Application of human development principles to curriculum planning and practice will also be discussed. Three class hours. Prerequisite: ECE 150.

ECE 152 Issues in Early Care and Education 2 Credits
This course will encourage participants to broaden their understanding of key issues in early care and education within a day care setting. Students will explore various topics including anti-bias curriculum, learning styles, developmentally appropriate interaction, skills facilitation and empowering families. Guidelines set forth by the Council for Early Childhood Professional Recognition will provide the major topics for seminar discussion. Two class hours.

ECE 153 Working with Diverse Families 2 Credits
This course will provide students with the opportunity to engage in a series of discussions and activities to enhance their understanding of family diversity. Students will utilize and apply these new understandings to enrich the care they provide to each child and family. Three class hours.

ECE 250 Infant and Toddler Development 3 Credits
This course is designed for individuals who are currently working in early care and education programs, students who are interested in a career involving children and families, and students who are or will be parents. The course content is part of the 30-hour requirement for the NYS Infant/Toddler Child Care Credential (IT/CCC). Students will acquire specific knowledge in the growth of infants and toddlers in the areas of health, social, emotional, physical, cognitive and creative development. Three class hours.

ECE 251 Family and Culture 3 Credits
This course is designed for individuals who are currently working in early care and education settings and/or students who are interested in a career involving children and families. The course content is part of the 30-hour requirement for the NYS Infant/Toddler Child Care Credential (IT/CCC). Students will acquire specific knowledge in family relationships, attachment and separation as it relates to families and caregivers, and early intervention. Three class hours. Prerequisite: ECE 250.

ECE 252 Designing Environments and Curriculum for Infants and Toddlers 3 Credits
This course is designed for individuals who are currently working in early care and education settings; students interested in a career involving children and families; students who are or will be parents. The course is one in a series of four designed to meet the required content areas of the New York State Infant/Toddler Credential, and can also fulfill the 30-hour training requirement for licensed providers. Upon successful completion of this course the student will understand how to design a safe environment for infants and toddlers and will have the knowledge and skills required to implement the curriculum. Three class hours.

ECE 253 Issues in Early Care and Education 2 Credits
This course will encourage participants to broaden their understanding of key issues in early care and education within a day care setting. Students will explore various topics including anti-bias curriculum, learning styles, developmentally appropriate interaction, skills facilitation and empowering families. Guidelines set forth by the Council for Early Childhood Professional Recognition will provide the major topics for seminar discussion. Two class hours.

ECE 254 Family and Culture 2 Credits
This course is designed for individuals who are currently working in early care and education programs, students who are interested in a career involving children and families, and students who are or will be parents. The course content is part of the 30-hour requirement for the NYS Infant/Toddler Child Care Credential (IT/CCC). Students will acquire specific knowledge in family relationships, attachment and separation as it relates to families and caregivers, and early intervention. Three class hours. Prerequisite: ECE 250.

ECE 255 Designing Environments and Curriculum for Infants and Toddlers 3 Credits
This course is designed for individuals who are currently working in early care and education settings; students interested in a career involving children and families; students who are or will be parents. The course is one in a series of four designed to meet the required content areas of the New York State Infant/Toddler Credential, and can also fulfill the 30-hour training requirement for licensed providers. Upon successful completion of this course the student will understand how to design a safe environment for infants and toddlers and will have the knowledge and skills required to implement the curriculum. Three class hours.
and healthy learning environment which supports infant/toddler development and nourishes the child’s aesthetic sensibilities. Three class hours. 

Prerequisite: ECE 250

ECE 253 Professionalism in Early Care and Education 3 Credits

This course is the fourth in a series designed for individuals who are currently working in early care and education programs, or students who are interested in a career involving children and families. The course content is part of the 30-hour requirement for the New York State Infant/Toddler Early Care and Education Credential, and can also fulfill the New York State 30-hour professional development requirement for licensed providers. Three class hours. 

Prerequisite: ECE 250

EDU 100 Introduction to the Teaching Profession 1 Credit

A seminar introducing students to the field of teaching. Topics include current learning standards, lesson plan components, the realities of teaching as a career, State Education requirements, professional expectations, and an introduction to teaching strategies. This course provides students with the opportunity to explore the field of teaching, reflect on their interest in education, and develop connections with other future educators. One class hour.

EDU 150 Performance and Presentation Skills for Educators 3 Credits

Teachers must communicate effectively in order to achieve their goal of student learning and success. This course uses the performing arts as a point of reference and enables participants to develop materials and present them effectively in a variety of teaching situations. Learning styles, oral presentation, body language, the use of props, proxemics and room arrangement, and audio visuals will be the skills developed through this course. These skills will be compared to those used in a variety of performing arts venues so that appropriate stage techniques can be integrated into student teaching/presentations assignments. Fulfills the requirements for a Humanities course. Three class hours. (SUNY-A)

EDU 200 Foundations of Education 3 Credits

This course will explore the American education system through a social justice perspective. It will focus on the foundations of the American education system, with emphasis on the historical, philosophical, and socio-cultural roots of education. In addition, students will explore the influences of political, economic, legal and ethical bases of American education. Within this framework, contemporary educational values and issues will be critically examined. Three class hours. 

Prerequisite OR Corequisite: EDU 100;

EDU 208 Guided Observation in Education 3 Credits

Guided Observation in Education is designed to provide the student with an opportunity to (1) explore the profession of teaching at an early point in the student’s academic career, (2) observe in a classroom from the perspective of a teacher, (3) meet with the classroom teacher to discuss issues covered in the seminar and issues that arise in the classroom, (4) participate in classroom activities addressing unmet educational needs such as: lesson planning, working with small groups, one-on-one support, and (5) reflect on course objectives as experienced through fieldwork placement. One and one-half class hours, four fieldwork hours. Upon successful completion of this course, students will earn 20 hours of service-learning credit. 

Prerequisite: EDU 200 with a grade of C or higher and PSY 201 or PSY 202 with a grade of C or higher

Electrical Engineering
Technology/Electronics

ELT 101 Electric Circuit Analysis I 4 Credits

First course in a two-semester algebra-based electric circuit analysis sequence for majors in Electrical Engineering, and others interested in a course of this level. Topics include: voltage, current, resistance, Ohm’s law, Kirchhoff’s laws, power, source conversion, capacitance, superposition, mesh and nodal analysis, Thévenin’s and Norton’s theorems. Computer analysis of DC circuits introduced. Concurrent lab applies classroom theory, teaches use of multimeters and power supplies, and introduces the oscilloscope, breadboarding, schematic reading and troubleshooting. Two class hours, four laboratory hours, one conference hour. A scientific calculator is required. Contact the department for details. 

Prerequisite: Three years high school math or MTH 135 or MTH 088/104/164.

ELT 102 Electric Circuit Analysis II 5 Credits

Continuation of ELT 101 into AC circuit analysis requiring an introduction to both DC and AC analysis. Topics include: voltage, current, resistance, Ohm’s law, Kirchhoff’s laws, power, capacitance, inductance, superposition, Thévenin, Norton, Theorems, computer analysis. Lab teaches use of multimeters, power supplies, dual-trace oscilloscope, and function generators. Fall semester only. Three class hours, four laboratory hours. 

Prerequisite: High school algebra with some trigonometry or MTH 135.

NOTE: Students with no trigonometry should consider taking MTH 164 concurrently.

ELT 111 Introduction to Digital Electronics 3 Credits

Covers a wide range of introductory skills and techniques required by an electronic technician. Topics include AND, OR, NAND, NOR, NOT logic functions and integrated circuits, Boolean Algebra, number systems, flip-flops and simple applications. Fall semester only. Two class hours, three laboratory hours. 

Prerequisite: Level 6 Math placement or MTH 098 with a grade of C or higher or equivalent

ELT 112 Linear Circuits 5 Credits

Covers a wide range of introductory skills and techniques required by an electronic technician. Topics include semiconductor physics, general purpose and zener diodes, linear power supplies, transistors, transistor amplifiers, and basic operational amplifiers. Spring semester only. Three class hours, four laboratory hours. 

Prerequisites: ELT 102 taken concurrently or previously completed. TEK 101 recommended.

ELT 121 AC/DC Circuit Analysis 4 Credits

A one-semester algebra-based electric circuit analysis course for majors in Telecommunications, Computer and Instrumentation Technology, as well as others requiring an introduction to both DC and AC analysis. Topics include: voltage, current, resistance, Ohm’s law, Kirchhoff’s laws, power, capacitance, inductance, superposition, Thévenin, Norton, Theorems, computer analysis. Lab teaches use of multimeters, power supplies, dual-trace oscilloscope, and function generators. Fall semester only. Three class hours, four laboratory hours. 

Prerequisite: High school algebra with some trigonometry or MTH 135.

NOTE: Students with no trigonometry should consider taking MTH 164 concurrently.

ELT 130 System Electricity 3 Credits

This course introduces students to basic principles of electricity with an emphasis on their use in technical applications. While learning basic theorems of electricity and completing problem solving exercises, students are required to build and test a simple robotic car that uses electric circuits in its operating functions. Two class hours, two laboratory hours. 

Prerequisite/corequisite: MTH 104 or MTH 135 or permission of department.
ELT 170 Printed Circuit Layout and Fabrication 2 Credits
Students will be introduced to the techniques of fabrication of a printed circuit board. This includes the design of a printed circuit artwork pattern, the process of layout of an artwork positive on acetate, the making of a negative film of the positive artwork using a photographic process, and the fabrication of the printed circuit board from a copper clad board using photo-resist developing, and an etching process. Each student actually will go through these steps and build a small electronic circuit. One class hour, two laboratory hours. Prerequisite: A general knowledge of electricity and electronics.

ELT 201 Linear Circuits 4 Credits
A study of linear amplifier and power supply circuits. Course topics include small-signal and power amplifiers using bipolar and field effect transistors. Frequency response of amplifiers, op amps, and applications of op amps. Negative feedback principles. Students build, test and troubleshoot amplifier circuits in the laboratory. Computer analysis of multi-stage amplifier circuits. Fall semester only. Three class hours, four laboratory hours. Prerequisites: ELT 102 and ELT 112 with a grade of C- or better.

ELT 202 Pulse and Digital Circuits 4 Credits
Pulse waveforms, linear circuit responses and switching circuit analysis. Pulse-shaping and pulse-generating circuits, flip-flops, one-shots, registers and counters. IC logic family characteristics (TTL, NMOS, ECL, CMOS). Analysis of the circuits used when interfacing different types of IC logic families. Low voltage technology. Digital number systems, codes and arithmetic. Arithmetic manipulation of signed and unsigned binary numbers. Introduction to the 8-bit microcomputer architecture. Computer analysis of digital circuits. This course contains an integrated learning experience designed to give a student a hands-on, real world problem solving activity. Fall semester only. Three class hours, four laboratory hours. Prerequisites: ELT 102 and ELT 112 with a grade of C- or better.

ELT 204 Industrial Electronics and Control 4 Credits
A survey of electrical and electronic applications in industrial settings. Topics include a brief physics and mathematics review, operational amplifiers, sensors and transducers, first and second order systems, electromagnetic radiation principles, DC and AC motors and generators, stepper motors, electronic switching devices (field-effect transistors, unijunction transistors, silicon controlled rectifiers and TRIACS), and applications in motor speed control, sequential process control, and programmable controllers. Computer data acquisition and control. Three class hours, three laboratory hours. Prerequisites: ELT 201 and 202 with a grade of C- or better, or permission of department.

ELT 205 Communication Systems 5 Credits
An introduction to radio communication theory. Topics include Barkhausen criteria for oscillation, tuned amplifiers, rf amplifiers, transmission line effects, matching techniques using the Smith chart, spectral analysis using the Fourier series, signal/ noise and noise figure calculations, non-linear mixing of rf signals, transmitter and receiver designs using amplitude, frequency and single-sideband techniques, superheterodyne principles, spectral analysis of FM systems using the Bessel function, modulators, detectors, stereo techniques, video principles, digital/ data communication techniques, modems, networks, and fiber-optic systems. In the laboratory, students build, test, and measure the performance of communication circuits/systems using an assortment of popular devices such as the 3N211, 3080, 565, 1496 lumped-oscilloscope, spectrum analyzer, rf voltmeter, DMM, and service monitor. The compute is used to emulate, analyze, and collect data for communication circuits and systems. Through the use of Mathcad basic communication theorems are proven on the computer. Spring semester only. Three class hours, five laboratory hours. Prerequisite: ELT 201 with a grade of C- or better, or permission of department chairperson.

NOTE: In addition to prerequisite, ELT 202 is recommended.

ELT 206 Digital Systems and Microprocessors 5 Credits
A study of digital systems and the building blocks that make up digital systems. The emphasis will be on microprocessor-based systems hardware, programming and interfacing. The major topics include arithmetic circuits, multiplexers, demultiplexers, decoders, encoders, tri-state bus devices, DACs and ADCs, memory devices (SRAM, DRAM, Flash, PLD’s, ROM), microprocessor architecture, microcomputer architecture, I/O modes and interfacing, digital communication standards. The student will learn to program an 8-bit microprocessor (MC68HC11) in assembly language, and will develop the hardware and software for microprocessor-controlled applications. The student will be introduced to a 16-bit microprocessor (MC68000). Major differences between 8-bit and 16-bit microprocessors will be discussed. The lab portion of the course will concentrate on building, testing, and troubleshooting of digital systems including MC68HC11 and MC68000 based microcomputer systems, using oscilloscope, logic analyzer, signature analyzer and computer. Spring semester only. Three class hours, five laboratory hours. Prerequisite: ELT 202 with a grade of C- or better, or permission of department.

EMG 101 Introduction to Emergency Management 2 Credits
This course is intended to provide information that will enable persons just entering the profession or expanding their roles to have the ability to work with emergency management issues. The course provides an overview of the characteristics, functions, and resources of an integrated system and how various emergency management services work together in an integration of resources and capabilities. Emphasis will be placed on how this system is applied to all hazards for all government levels, across the four phases and all functions of emergency management. Two class hours. Prerequisite: Open to Emergency Management students only, or with Permission of Instructor.

EMG 103 Developing Volunteer Resources 1 Credit
This course allows students to learn the necessary skills to be able to determine if volunteers are needed, structure programs to maintain or increase the skill levels of volunteers, and motivate volunteers to both maintain readiness and operate effectively during emergency situations. One class hour. Offered Fall and Spring Semesters. Corequisite: EMG 101 or permission of instructor.

EMG 104 Resource and Donation Management 2 Credits
This course is designed to provide resource management coordinators with the knowledge and skills they need to perform resource management functions within the overall framework of the emergency operations center (EOC). This performance-based course is intended to introduce local officials (i.e., representatives of local governments and leaders of local voluntary organizations) to the concept of donations management and their roles and responsibilities in the donations management process. Two class hours. Offered Fall and Spring Semesters. Corequisite: EMG 101 or permission of instructor.
EMG 105  Public Information Officer-Basic Course  3 Credits
This course provides students with the skills needed to perform public information duties as they relate to emergency management. The course focuses on the definition of the job of the public information officer. The course assists participants with building the skills necessary for this position, such as oral and written communication, understanding and working with the media, and the basic tools and techniques public information officers need to do the job. Three class hours. Prerequisite: Open to Emergency Management students only or with Permission of Instructor.

EMG 106  Emergency Response Planning  3 Credits
Planning is an essential function of an effective emergency management program and serves as a tool for emergency professionals in improving disaster management and public safety policies. This course provides emergency management and public safety personnel with the knowledge, skills and ability to develop or enhance their comprehensive emergency management plans. The course will highlight the importance of building an integrated system for emergency planning that uses multi-agency teams to address mitigation, preparedness, response and recovery. Three class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor; corequisite: EMG 101.

EMG 109  Emergency Response to Terrorism  1 Credit
This course provides the knowledge and skills needed by public safety forces that respond to terrorist acts. The course provides those public safety and related support personnel the information to understand terrorism; its root causes and motivators. The course also provides methods to enable students to recognize circumstances indicating a potential terrorist attack, and to protect themselves from a variety of potential dangers. Offered in the Fall and Spring Semesters. One class hour. Prerequisite: EMG 101 or permission of the instructor.

EMG 201  Disaster Response and Recovery Operations  2 Credits
This course introduces students to the basic concepts and operations applicable in a disaster environment (particularly for major disasters) and will enhance understanding of what the proper roles and responsibilities of various local and state emergency management officials are, why they matter, and how these roles and responsibilities relate to those carried out by the federal government. To foster multilevel partnership, the course emphasizes the problem solving aspects of disaster operations as well as associated coordination requirements. Two class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor.

EMG 202  Mitigation for Emergency Managers  1.5 Credits
This course addresses the important roles of the emergency program manager or other local government representative in mitigation. It provides the emergency manager direction on how to implement into a locality recognized and accepted national mitigation strategies. This course provides students information that is helpful in the coordination of public safety agencies, local businesses and professional organizations. Also provided in the course is information on funding mitigation efforts through public and private sources. 1.5 class hours. Offered Fall and Spring Semesters.

EMG 204  Multi-Hazard Emergency Response Planning for Schools  1 Credit
This course will provide participants with the basic information and tools needed to develop effective plans for the wide array of potential emergencies that schools may face. Participants completing the course will be able to explain the importance of effective planning to others and lead individuals in their schools and community through the process of developing an effective multi-hazard program. One class hour. Offered Fall and Spring Semesters. Prerequisite: EMG 101.

EMG 205  Emergency Operations Center (EOC) Management  1.5 Credits
This course provides students with the knowledge and skills they need to design, initiate, build and operate an emergency operations center. The curriculum is designed using a performance-based approach, which emphasizes learning activities that are easily transferable to the job. 1.5 class hours. Offered in the Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor.

EMG 206  Emergency Exercise Program Management  3 Credits
This course is intended to provide participants with the knowledge and skills to develop and conduct disaster exercises that will test a community’s emergency operations plan and operational response capability. Three class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101.

EMG 208  Terrorism Response Planning  2 Credits
This course will help emergency planners, first responders, and others at all levels to review their preparedness efforts and response capabilities to a terrorist incident. It will also assist participants in the ongoing re-evaluation of their threats, their current emergency operations plan, and the implications of a terrorist incident on continuity of critical services and long term recovery. Two class hours. Offered both Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor.
Course Descriptions

hours of core reviews described in the NYS Department of Health EMS Recertification through Continuing Education. This course will also cover the “Mandatory Optional Topics” of Weapons of Mass Destruction and Geriatrics.

Prerequisite: EMS 110 or EMS 119

EMS 119 Emergency Medical Technician Recertification 2 Credits

This course is for individuals who are certified as emergency medical technicians and need recertification and updating for the purpose of maintaining their competency in providing emergency medical care. The course presents students with both a review and update of the topics covered in the Emergency Medical Technician course (EMS 110). Recent changes in the prehospital emergency medical care field are emphasized. Twenty-five instruction hours, twenty-one laboratory hours.

Prerequisite: EMS 110 or equivalent.

EMS 141 Operational Management for Emergency Medical Services 3 Credits

This course will allow EMS providers to more fully understand the many components of the emergency medical services system. Students will also learn essential leadership styles for both routine and emergency situations that are common in emergency medical services.

EMS 142 Administrative Management for Emergency Medical Services 3 Credits

This course will prepare EMS providers to act as an officer in an agency by discussing legal requirements, budgeting, planning, research and analysis. The focus of this course is New York State Department of Health requirements and regional accepted practices.

EMS 171 Critical Trauma Care 1 Credit

This course contains practical and lecture material showing state-of-the-art assessment and treatment techniques for multiple system trauma victims. The course exposes the EMT to patient priority assessment and management concepts that are needed for successful outcomes for victims of life threatening trauma. Topics include rapid extrication, kinetics of trauma, expanded primary survey, the Golden Hour, and trauma centers. Thirteen and one-half instruction hours, four and one-half laboratory hours. Must be an EMT.

EMS 172 Ambulance - Emergency Vehicle Operator Course 1 Credit

This course is designed to provide operators of ambulances with the knowledge and minimum skills to drive a certified ambulance in accordance with New York State Vehicle and Traffic Law, while reducing the risks to the crew and public resulting in the ambulance being operated safely and efficiently. General topics include ambulance operator selection, legal aspects of operation, communication roles, vehicle characteristics, inspection and maintenance, navigation and routing, basic maneuvers, emergency operation, defensive actions, reviewing the run, and special considerations of emergency vehicle operation. In addition to the classroom hours, participants spend 8 hours in the cab of an ambulance practicing and demonstrating skills on a closed vehicle course. Clean New York State Motor Vehicle Operators License and either a letter of recommendation from sponsoring EMS agency or specific EMS department approval. Eighteen instructional hours, eight laboratory hours.

Prerequisite: EMS 110 or equivalent.

EMS 201 Emergency Medical Technician-Intermediate 5.5 Credits

This course is designed to provide EMT’s with the medical knowledge and skills necessary to handle advanced pre-hospital procedures. The course focus is on airway management including endotracheal intubation, shock management including intravenous therapy trauma assessment and defibrillation. Students successfully completing this course are eligible to take the New York State Certification exam for Emergency Medical Technician-Intermediate. Thirty-six hours of lecture/instruction, twenty-seven hours of laboratory, forty-eight hours of hospital clinical, forty-eight hours of field clinical.

Prerequisite: EMS 110 or equivalent.

EMS 236 Advanced Cardiac Life Support 1 Credit

This course prepares students for certification by the American Heart Association in Advanced Cardiac Life Support. It provides a systematic approach to the management of life threatening cardiac and respiratory emergencies. Nine and one-half instruction hours, nine and one-half laboratory hours. Must be a physician, physician’s assistant, registered nurse, advanced level prehospital care provider, or student of these disciplines.

Prerequisite: Must be a physician, physician's assistant, registered nurse, advanced level pre-hospital care provider, or student of these disciplines

EMS 239 Paramedic Clinical and Field Experience I 5 Credits

This course provides the paramedic student with an opportunity to apply previously learned knowledge and skills in a supervised clinical setting. Rotations in this course include the emergency department, medical and surgical intensive care, pediatrics and pediatric intensive care, labor and delivery, psychiatric, and prehospital experience. Student must demonstrate competence in certain skills during the course. Must be currently enrolled in the paramedic certification program.

Prerequisite: EMS 239

EMS 246 Pediatric Advanced Care 1 Credit

This course presents concepts in advanced airway management and resuscitation of pediatric patients in the emergency setting. Specific topics include special pharmacology for pediatric patients, interosseous infusion, and cardiac resuscitation of pediatric patients. Completion also leads to eligibility for PALS certificate from the American Heart Association. Eight class hours, seven laboratory hours.

Prerequisite: EMS 270 or equivalent.

EMS 249 Paramedic Review and Recertification 4 Credits

Emphasis is on knowledge review and update needed by paramedics for recertification. New techniques and knowledge will be presented where appropriate. Fifty-seven instruction hours, nineteen laboratory hours. Must be certified as a paramedic.

EMS 250 12-Lead EKG Interpretation in the Emergency Setting 1 Credit

Designed for the advanced pre-hospital EMS provider and other health professionals involved in treating cardiac patients in the emergency setting. On completion, students will be able to read and classify 12-lead EKGs. Topics include cardiac anatomy review, electrical physiology, axis determination, bundle branch and hemiblocks, 12-lead abnormalities, correlation between EKG changes and location of cardiac damage, and unique cardiac phenomenon.

Prerequisites: EMS 236 and PST 252.

EMS 270 Introduction to Paramedicine 12 Credits

This course is designed to prepare a person to care for the sick and injured at an advanced level of care. Persons must be currently certified as a Basic EMT to be accepted in this course. This course covers topics that include basic anatomy and physiology, pharmacology, respiratory emergencies, venous access and medication administration, airway management, medical documentation, cardiac emergencies, pediatric emergencies, caring for the elderly, and medical emergencies. This course prepares persons to be competent entry-level practitioners and upon successful completion are eligible to take the New York state certifying exam for EMT-Intermediate. 145 class hours, 76 laboratory hours.

Prerequisite: EMS 110.
EMS 271 Medical Care in Paramedicine 8 Credits
This course builds on the medical concepts learned in Introduction to Paramedicine. Topics include advanced patient assessment techniques, surgical airway procedures, cardiac care including external pacing and cardioversion, 12-lead EKG interpretation, and advanced medical care. Additional emphasis is placed on the EMT-P working as a team member, and identifying the limitations of paramedicine in the emergency medical setting. Ninety-one class hours, sixty laboratory hours. Prerequisite: EMS 270, and permission from the Emergency Services Department.

EMS 272 Advanced Trauma Issues in Paramedicine 7 Credits
This course presents material on the advanced concepts in trauma care needed for delivery of emergency medical care at the EMT-P level of practice. Current issues and techniques are covered. Specific topics include surgical airway techniques, chest decompression, advanced treatment for hyperperfusion, and special immobilization techniques. Work is also accomplished in the use of the United Incident Management System, and working with rescue personnel in delivery of care to patients who are entrapped. Ninety class hours, thirty laboratory hours. Prerequisite: EMS 270, and permission from the Emergency Services Department.

**Engineering Science**

**ENR 152 Properties of Engineering Materials 3 Credits**
An introductory course emphasizing the fundamentals of materials science. Metals, ceramics, and polymers will be studied. Topics will include atomic bonding, crystal structures, defects, diffusion, mechanical properties, phase diagrams, and phase transformations. In addition, fabrication and processing techniques and their relationship to mechanical properties will be examined. Three class hours. Prerequisite: CHE 151

**ENR 153 Engineering Graphics and Machining 4 Credits**
An introduction to solid modeling, the engineering design process, and machine shop operations. Students will use SolidWorks software to design parts and assemblies and then fabricate them using mills, lathes, and a 3D printer. Parametric modeling techniques that preserve design intent with dimensioning, geometric relations, external references, equations, and design tables will be emphasized. A design-build project will require students to build a working prototype to the instructor’s specifications and then implement a redesign of it. Students will document their design process in both written and oral reports. Three class hours, three laboratory hours.

**ENR 157 Digital Electronics and Microcontrollers 4 Credits**
A course which introduces students to digital electronics and microcontroller interfacing. Digital electronic topics will include basic logic gates, Boolean algebra, number systems, digital arithmetic, combinational logic circuits, flip-flops, registers, counters, magnitude comparators, and analog to digital and digital to analog conversion. Microcontroller interfacing projects will include voltage regulation, switches and LEDs, sensing infrared and visible light, DC and servo motors, 555 timers, and closed-loop temperature control. A final project will require students to work in teams to design and build a microcontroller controlled prototype, create a written design report, and make an oral presentation. Three class hours, three laboratory hours. Prerequisite: MTH 165 or higher.

**ENR 158 Engineering Computing 1 3 Credits**
A course that develops problem solving methodologies and computational techniques using MATLAB or other suitable software. Assigned problems will include statistical analysis of data, fitting functions to data, interpolation, finding roots, solving simultaneous equations, matrix operations and calculus. Three class hours. Prerequisite: MTH 210 taken concurrently or previously completed.

**ENR 159 Engineering Design Lab 1 Credit**
A course in which students will learn how to solve a variety of engineering related problems using Excel and MATLAB or other suitable software. Assigned problems will include statistical analysis of data, fitting functions to data, interpolation, finding roots, solving simultaneous equations, matrix operations and calculus. Three class hours. Prerequisite: MTH 210 taken concurrently or previously completed.

**ENR 251 Statics 3 Credits**
Fundamentals of statics applied to problems of engineering interest. A vector algebra approach will be presented. Topics include equivalent force systems, equilibrium, structural mechanics, friction, properties of surfaces. Three class hours. Offered every Fall. Offered in Spring during odd numbered years. Prerequisites: MTH 211; PHY 161 with a grade of C or higher.

**ENR 252 Dynamics 3 Credits**
Fundamentals of dynamics applied to problems of engineering interest. Topics include kinematics of a particle, kinetics of a particle, planar kinematics of a rigid body, and planar kinetics of a rigid body. Three class hours. Offered Spring only. Prerequisite: ENR 251 with a grade of C or higher.

**ENR 253 Circuit Analysis 1 4 Credits**
Basic electrical concepts including passive circuit element models, Kirchhoff’s Laws, operational amplifier models, topological properties of circuits, complete response for RC, RL and RLC circuits; phasor concepts for RLC circuit driven by sinusoidal forcing functions. The laboratory will provide examples of these concepts. Three class hours, three laboratory hours. Offered every Fall. Offered in Spring during even numbered years. Prerequisites: PHY 161; ENR 157 with a grade of C or higher; MTH 212 or MTH 225 taken concurrently or previously completed.

**ENR 254 Circuit Analysis II 3 Credits**
A continuation of ENR 253. Topics include complex power; complex frequency analysis; Laplace transform analysis; transfer functions; passive and active filter design and analysis; Bode plots; magnetically coupled networks; two-port networks; and Fourier series and transforms. Three class hours. Offered Spring only. Prerequisite: ENR 253 with a grade of C or higher.

**ENR 255 Mechanics of Materials 3 Credits**
Fundamentals of the theory of elasticity will be presented. Stress-strain relations will be applied to the study of the mechanics of deformable solids including the analysis of beams, shafts, and columns, and the use of energy methods. Three class hours. Offered Spring only. Prerequisite: ENR 251 with a grade of C or higher.

**ENR 256 Thermodynamics 3 Credits**
The fundamental concepts of thermodynamics and their application to pure substances. Topics include properties of pure substances, work, heat energy, the first law of thermodynamics, disorder, entropy, second law of thermodynamics. Three class hours. Prerequisites: MTH 211; PHY 161 with a grade of C or higher.

**ENR 257 Engineering Design Lab 1 Credit**
Students will work in teams to solve an engineering design problem selected from an intercollegiate engineering design competition. The students will design and build a working prototype, create a design report, and make an oral presentation. Three laboratory hours. Offered Spring only. Prerequisite: ENR 153 or ENR 157.

**ENR 258 Engineering Computing 2 3 Credits**
A course that develops problem solving methodologies with structured program design and numerical techniques using MATLAB or other suitable software. These techniques include statistical analysis, Boolean operations, numerical methods, matrices. Programming assignments require students to write functions, short script files and create dynamic models using Simulink software. Symbolic solutions to various types of problems are also presented. Three class hours. Prerequisites: MTH 211; ENR 157 with a grade of C or better, or CSC 101

**ENR 259 Engineering Design Lab 1 Credit**
See the Department Chairperson.

www.monroecc.edu/go/courses
### English For Speakers Of Other Languages (ESOL)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ESL 100</td>
<td>English for Speakers of Other Languages-Intermediate II: Reading Focus</td>
<td>4 Credits</td>
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<tr>
<td>ESL 120</td>
<td>English for Speakers of Other Languages-Intermediate II: Integrated Skills</td>
<td>7 Credits</td>
</tr>
<tr>
<td>ESL 125</td>
<td>English for Speakers of Other Languages: Multi-Skills I</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ESL 128</td>
<td>English for Speakers of Other Languages: ESL Through Computers</td>
<td>2 Credits</td>
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<tr>
<td>ESL 130</td>
<td>English for Speakers of Other Languages-Advanced I: Integrated Skills</td>
<td>7 Credits</td>
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This course emphasizes the development of communication, authentic, non-fiction material at the upper intermediate level and includes vocabulary study and discussions of current events in relation to American culture. Class and small group instruction. Six class hours. Offered both Fall and Spring Semesters. Prerequisite: Placement at high intermediate level on proficiency tests.

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<tr>
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<tbody>
<tr>
<td>ESL 138</td>
<td>English for Speakers of Other Languages: Pronunciation</td>
<td>2 Credits</td>
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<tr>
<td>ESL 145</td>
<td>English for Speakers of Other Languages - Multi-Skills II</td>
<td>4 Credits</td>
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<tr>
<td>ESL 158</td>
<td>English for Speakers of Other Languages: Oral Communication</td>
<td>3 Credits</td>
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<tr>
<td>ESL 201</td>
<td>English for Speakers of Other Languages-Advanced II: Reading/Writing</td>
<td>4 Credits</td>
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</table>

This course emphasizes the continuing development of reading and writing through the process approach. It includes informal writing, paraphrasing, summarizing, as well as essay writing. Students will focus on revising their writing and editing for correctness. Four class hours. Corequisite: ESL 100 or higher, or permission of program coordinator.

### English Literature

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENG 105</td>
<td>Introduction to Literature</td>
<td>3 Credits</td>
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<tr>
<td>ENG 106</td>
<td>Literary Focus</td>
<td>3 Credits</td>
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<tr>
<td>ENG 108</td>
<td>Literature of the Holocaust</td>
<td>3 Credits</td>
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<tr>
<td>ENG 109</td>
<td>Detective Fiction</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ENG 123</td>
<td>Shakespeare and the Movies</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ENG 201</td>
<td>Early British Literature</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>

An introduction to reading and analyzing literature of special interest. The offerings vary each semester, but all focus on important themes and sub-genres in literature. Students will respond critically to fiction, poetry, and drama of different contexts through class discussion and written work. These contexts may include different worldviews, politics, classes, ethnicity, races, genders, and sexual orientations. Please see the Department's webpage for current offerings. Three class hours. (SUNY-H)

**ENG 105 Introduction to Literature**

An introduction to reading and analyzing these primary genres of literature: fiction, poetry, and drama. The course may also include creative nonfiction. Students will respond critically to readings of different historical and cultural contexts through class discussion and written work. These contexts may include different worldviews, politics, classes, ethnicity, races, genders, and sexual orientations. (SUNY-H)

**ENG 106 Literary Focus**

An introduction to reading and analyzing literature of special interest. The offerings vary each semester, but all focus on important themes and sub-genres in literature. Students will respond critically to fiction, poetry, and drama of different contexts through class discussion and written work. These contexts may include different worldviews, politics, classes, ethnicity, races, genders, and sexual orientations. Please see the Department's webpage for current offerings. Three class hours. (SUNY-H)

**ENG 108 Literature of the Holocaust**

A study of the Holocaust through a variety of genres, including poetry, novels, short stories, plays, memoirs, and children's literature, in order to gain a better understanding of the ideas presented by the Holocaust as a significant event in world history. Students will study the origins and development of the Holocaust and its political, cultural, economic, and social implications through the lenses of a variety of writers. (SUNY-H)

**ENG 109 Detective Fiction**

Students will read classic and contemporary short stories and novels in sub-genres including golden age, hard-boiled, and police procedural by such authors as Christie, Chandler, Conan Doyle, and Grafton. Students will study the origins and development of the genre as a vehicle to examine historical, social, political, intellectual, and cultural contexts. (SUNY-H)

**ENG 123 Shakespeare and the Movies**

A study of the way the works of Shakespeare have been interpreted by filmmakers and how his works and themes have influenced directors. The goal is to show how fertile Shakespeare is for movie makers. Films will be shown in each class. This is not a class in Shakespeare, per se, but a class about movies. (SUNY-H)

**ENG 201 Early British Literature**

A survey of British literature from the early middle ages to the late eighteenth-century. Possible authors studied include Chaucer, Milton, Shakespeare, and Defoe. (SUNY-H)
A survey of British literature from the late 18th Century to the present. Focus moves from romantic optimism and the belief in progress to the disillusionment produced by industrialism and global war. Three class hours. (SUNY-H)

ENG 203 American Literature to 1865 3 Credits
A survey of American literature from the celebration of the new land in the Colonial Period to the Civil War. Readings and discussion focus on writers such as Franklin, Hawthorne, Poe, Emerson, Thoreau, Melville, Whitman, and Dickinson. Fall semester only. Three class hours. (SUNY-H)

ENG 204 American Literature Since 1865 3 Credits
A survey of American literature from the Civil War to the present, focusing on the changing values of an increasingly technological society. Includes the major literary philosophies of the time through writers such as Crane, Hemingway, Faulkner, Baraka, and O’Connor. Three class hours. (SUNY-H)

ENG 208 Literature of the Bible 3 Credits
A study of the rich literary heritage found in both Hebrew and Christian scripture. The course focuses on such types as: saga, short story, poetry, gospel narrative and apocalyptic writings. Themes include the human struggle to understand the Divine and the nature of good and evil. Three class hours. (SUNY-H)

ENG 209 Twentieth Century Novel 3 Credits
A study of themes, techniques, and cultural contexts of selected 20th century novels. The course explores eternal human values expressed in the novels such as love, honor, pride, sacrifice and endurance. Representative international authors may include Achebe, Baldwin, Cather, Garcia, Marquez, Hesse, Lessing, Markandaya, Joyce and Kafka. Three class hours. (SUNY-H)

ENG 210 Literature of the Black Experience 3 Credits
Provides insight into the Black experience through the writings of such representative authors as Dumas, Pushkin, DuBois, Hughes, Wright, Ellison, Cleaver, and Baldwin. Three class hours. (SUNY-H)

ENG 214 The Short Story 3 Credits
A study of the development of the short story as a distinctive literary form. Includes writers such as Chekhov, Poe, Hemingway, Updike, Carver, O’Connor and Barthelme. Three class hours. (SUNY-H)

ENG 215 Children’s Literature 3 Credits
A survey of classic and contemporary children’s works from Aesop to Rowling. Students will analyze a variety of different genres such as fables, poems, myths, fairy tales, picture books, and novels with themes such as evil, escape, individuality, and the demands of society. Critical approaches such as historical, psychological, feminist, and Marxist theories may be discussed and applied to texts. Three class hours. (SUNY-H)

ENG 216 American Minorities in Literature 3 Credits
A study of authors whose literature provides a minority view of American life. Includes authors of African-American, Native American, Latino and Asian heritage, such as Hughes, Giovanni, Momaday, Storm, Thomas, Pereda, Yutang, Mori. Three class hours. (SUNY-H)

ENG 217 Women in Literature 3 Credits
Literature in which the roles of women are significant and help explain contemporary attitudes. The works for reading and discussion are selected from many cultures, and cover the period from Biblical to modern times. Three class hours. (SUNY-H)

ENG 218 Introduction to Shakespeare 3 Credits
Reading and discussion of eight or nine or plays that have been considered the greatest ever written. Buffoons, gravediggers, shrews, kings, and tender lovers express themes of power, revenge, love, jealousy, ambition, betrayal and mysticism. Three class hours. (SUNY-H)

ENG 219 English Writing 3 Credits
Course focuses on written analysis, oral discourse, shaping personal experiences into written expression, the world of their own personal experience. The creative process will be emphasized as well as methods for shaping personal experiences into written expression, both formal and informal. Writing assignments will include journal writing, autobiographical writing, and other nonfictional narrative and descriptive compositions. Three class hours. (SUNY-BC)

ENG 220 Introduction to Dramatic Literature 3 Credits
A survey of drama from the ancient Greeks to the end of the 20th century, with emphasis on dramatic structure and style. The readings may include international writers such as Aristophanes, Marlowe, Goldsmith, Ibsen, O’Neill, Fugard and Childress. Three class hours. (SUNY-H)

ENG 222 Science Fiction 3 Credits
Reading, discussion, and written analysis of speculative fiction novels and short stories about human beings experiencing the changes resulting from science and technology. Representative authors from Shelley and Wells, through Clarke and Heinlein, to LeGuin and Delany. Three class hours. (SUNY-H)

ENG 224 Literature of Horror 3 Credits
Students will read classic, modern, and contemporary short stories and novels, with an emphasis on the historical development of the genre. Attention will be given to supernatural, psychological, and allegorical themes and tropes in such fiction, as well as relevant social and historical background information. The course will center on written fiction, with occasional reference to horror in films and other media. Three class hours. (SUNY-H)

ENG 225 Contemporary Poetry 3 Credits
A study of major poetry from 1940 through the 1990s. Emphasis is on technique and language, form and content. Selections are from poets as diverse as Frost and Ginsberg, Clifton and Rich, Plath and Cummings. Three class hours. (SUNY-H)

ENG 226 Mythology 3 Credits
Literary, cultural, psychological, and historical study of mythology including such cultures as Greek, Roman, Norse, Mid and Far Eastern, African, and mythologies of Americas. The course emphasizes creation, nature and hero myths as they shaped ancient civilizations and discusses how these myths affect global cultures today. Three class hours.

ENG 230 Reading Popular Culture 3 Credits
A literature course that examines the theories of, approaches to, and topics within popular culture that have been or are the conditions for social change. Utilizing short stories, poetry, novels, and dramatic literature, students will consider the impact of pop art, film, radio, television, advertising, comics, fads and fashion, and everyday culture on the human condition. (SUNY-H)

ENG 239 Independent Study 3 Credits
See the Department Chairperson.

ENG 240 Independent Study 3 Credits
Variable Credit

Course Descriptions

See the Department Chairperson.
ENG 213 Creative Writing* 3 Credits
A workshop approach for students interested in doing original writing of short fiction, poetry, and drama. Emphasis is on reading and analytical discussion of students’ work. Three class hours. (SUNY-A)

ENG 250 Professional Communication* 3 Credits
Concentration on practical business and professional communication skills, including writing, speaking, and listening. Emphasis is on clarity, organization, format, appropriate language, and consideration of audience, for both written and oral assignments. Three class hours. (SUNY-BC)
Prerequisite: ENG 101 with a grade of C or better or ENG 200 with a grade of C or better.

ENG 251 Technical Communication* 3 Credits
Concentration on the writing and speaking skills necessary for the technologies. Emphasis is on preparation, organization, audience, and the effective use of format, supplements, and visuals. Accuracy, clarity, economy, and precision are stressed, for both written and oral assignments. Three class hours. (SUNY-BC)
Prerequisite: ENG 101 with a grade of C or better or ENG 200 with a grade of C or better.
*These courses do not fulfill the requirements for a Literature elective.

Film Studies

FILM STUDIES COURSES
(see Speech and Theatre)

Fire Protection Technology

FPT 101 Introduction to Fire Protection Technology 3 Credits
A basic survey course of the entire medium of fire protection, fire prevention and fire extinguishment. The application of scientific principles to the studies of fire protection technology and development of career positions in the discipline for the individual are important goals in this course. Fall semester only. Three class hours.

FPT 102 Fire Prevention and Inspection 3 Credits
The fundamental requirements of fire prevention. This course emphasizes the laws applied to fire prevention, including federal fire safety requirements for industry and commerce, solving technical problems encountered, recognition of hazards, prevention of fires and inspection techniques. Special attention is applied to life safety from fire in the home, school, public assembly, and all other places where people are assembled and endangered by fire. Fall semester only. Three class hours.

FPT 103 Building Materials and Construction 3 Credits
Fundamentals of building construction methods and materials of construction. The approach is to study the stability of buildings and materials under fire conditions. The emphasis is upon safety under fire conditions and the technology of limiting fire spread in new and existing buildings. Three class hours.

FPT 104 Fire Suppression Technology 3 Credits
A course illustrating the physical and chemical aspects of fire suppression technology. The student will pursue a detailed study of the chemistry of fire, along with modern methods of fire suppression, tactical decisions and post fire analysis. Spring semester only. Three class hours.

FPT 107 Introduction to the New York State Building Code 3 Credits
A course to acquaint the student with the New York State Uniform Fire Prevention and Building Construction Code and supporting reference standards. Students will be presented an overview of the code and will be able to confidently research design and modification issues pertaining to new construction, new use, remodeling, renovations, alterations, and repairs to buildings using the current New York State Building Construction Code. Three class hours.

FPT 111 Firefighter I 5 Credits
This course gives the firefighter the basic skills and education to work safely and effectively as a member of a fire fighting team. Topics include fire behavior, safety practices, use of self-contained breathing apparatus, personal protective equipment, use of fire-fighting appliances, hazardous materials first response at the operations level, and working as part of a fire-fighting team. Five class hours.

FPT 113 Firefighter II 2 Credits
This 30 hours of advanced fire fighting is specifically designed to provide structural firefighters with the higher level of skills and knowledge required to handle fires in commercial, residential and institutional properties. Both hands-on use of fire training simulators and classroom presentations will be provided to the students. The classroom presentation will familiarize students with building construction, fire service hydraulics, chemistry of fire, foam systems, fire detection, and tactical considerations in suppression. The hands-on application will consist of conducting advanced rescue techniques, room and content fire suppression in commercial and residential environments, application of fire fighting foams, and sprinkler systems application. Students will also be presented with flashover simulations and re-ignition of fires.
Prerequisite: FPT 111

FPT 117 Rescue Strategy and Tactics 3 Credits
This course presents the strategies and tactics most commonly encountered by fire rescue professionals. Topics include mental and emotional crises of rescue, rescue tools and equipment, special rescue situations, and rescue operations management. Forty class hours, thirty laboratory hours.

FPT 120 International and Domestic Terrorism 3 Credits
A course designed to acquaint the student with the major issues in the growing threat of global terrorism. The student will be presented an overview of the history and development of terrorism, types of terrorism, terrorist groups, psychology of terrorism, structure and dynamics of terrorist groups, terrorists techniques, financing of terrorism, the media and terrorism, legal issues, and terrorism of the future. Three class hours.

FPT 130 Basic ARFF Class 2.5 Credits
This basic Aircraft Rescue and Fire Fighting (ARFF) class is specifically designed to provide new airport firefighters with the basic skills and knowledge required to handle aircraft crashes and conduct fire suppression operations as they relate to rescue and fire extinguishment. Both hands-on use of the aircraft fire training simulators and classroom presentations will be provided to the students. The classroom presentation will provide familiarization of chemistry of fire, fire extinguishing agents, the Incident Management System (IMS), airport familiarization, aircraft types and familiarization, hazardous materials and cargo handling, and pre-incident planning/post incident operations. The skills application session will consist of conducting advanced rescue techniques, fire suppression operations in an aviation environment, application of firefighting foams on flammable liquids, and specialized apparatus and equipment operations. Forty class hours.

FPT 135 Aircraft Fuel Spill Fire Fighting .5 Credits
This course provides firefighters with the knowledge and skills to extinguish aircraft fuel spills, utilizing both classroom and live-fire extinguishment simulation. This course exceeds FAR 139 annual requirements for live fire training. Must have firefighter certification. Eight class hours.

FPT 136 Specialized Aircraft Fire Fighting .5 Credits
This course provides firefighters with the knowledge and skills to extinguish specialized aircraft fires, including fires in the cockpit, cabin, lavatory, engine, and brakes. This course utilizes both classroom and live fire extinguishment simulation. This course exceeds FAR 139 annual requirements for live fire training. Eight class hours.
FPT 136  Specialized Aircraft Fire Fighting  .5 Credits
This course provides firefighters with the knowledge and skills to extinguish specialized aircraft fires, including fires in the cockpit, cabin, lavatory, engine, and brakes. This course utilizes both classroom and live-fire extinguishment simulation. This course exceeds FAR 139 annual requirements for live fire training. Must have firefighter certification. Eight class hours.

FPT 141  Firefighter Core Competencies Update and Refresher I  2 Credits
This course is part of a four-course sequence which provides a systematic course of study to assist firefighters to maintain their proficiency in core competencies and knowledge. It also provides a means to integrate technological advances in the various disciplines involved in firefighting with the student’s existing knowledge and skills. Completion of the four-course sequence meets requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7.
Prerequisite: FPT 113 or equivalent

FPT 142  Firefighter Core Competencies Update and Refresher II  2 Credits
This course is one of four courses which, taken together, provides a systematic plan of study to assist firefighters to maintain their proficiency in core competencies and knowledge. Successful completion of the four courses meets the requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Two class hours.
Prerequisite: FPT 113 or equivalent

FPT 143  Firefighter Core Competencies Update and Refresher III  2 Credits
This course is one of four courses which, taken together, provides a systematic plan of study to assist firefighters to maintain their proficiency in core competencies and knowledge. Successful completion of the four courses meets the requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Two class hours.
Prerequisite: FPT 113 or equivalent

FPT 144  Firefighter Core Competencies Update and Refresher IV  2 Credits
This course is part of a four-course sequence which provides a systematic plan of study to assist firefighters to maintain their proficiency in core competencies and knowledge. Completion of the four-course sequence meets requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Two class hours.
Prerequisite: FPT 113 or equivalent

FPT 211  Fire Investigation: Cause and Origin  3 Credits
A broad study of fire investigation is presented. The means to identify the origin and cause of a fire, properly conduct a fire scene investigation, and understand arson laws are emphasized. Topics include fire behavior, determining point of origin, ignition sources, fire scene investigation, and legal aspects of the discipline. Three class hours.
Prerequisite: FST 146 or permission of instructor.

FPT 213  Automatic Sprinkler and Standpipe Systems  3 Credits
Basic principles of the design, operation and maintenance of the various types of fire protection systems. Includes automatic sprinkler systems, standpipes, fire and smoke detection systems, and explosion suppression systems. Three class hours.

FPT 220  Fire Officer I  1.5 Credits
This course is designed to assist the new and prospective fire officer in developing the necessary skills to effectively lead and manage a fire department in today’s rapidly changing environment. Topics covered include leadership and management, responsibilities of the company officer, political and legal issues facing the fire service, incident management, fire service organization, health and safety issues, emergency responses, and strategy and tactics. Twenty-seven lecture hours.

FPT 230  Advanced Aircraft Rescue Firefighting  2.5 Credits
This class is designed to enhance the skills of the basic ARFF Firefighter. This training will place the firefighter above the minimum requirements and provide multifaceted skills required to meet aviation fire protection demands. An extensive use of the aircraft fire training simulators and classroom presentations will be provided. The student will be introduced to rescue systems and equipment, tools and apparatus, airport facilities, chemistry of fire, foam systems, Incident Management System (IMS), and strategies and tactical considerations in fire suppression operations. The hands-on sessions will consist of conducting advanced rescue techniques and extraction of trapped victims, firefighting foams and mass applications, motor vehicle fires, structural fires suppression operations, water rescue, and advanced aircraft fire suppression. Forty class hours.
Prerequisite: FPT 130 or equivalent combination of training and experience.

FSA 103  Culinary Arts I: Fundamentals of Food Preparation  5 Credits
The course covers instructions in the foundations of culinary arts, including food theory, demonstrations and hands-on cooking. Students will engage in various food preparation techniques and will sample their culinary creations. Eight lecture/laboratory hours per week for one semester.
Co-requisite: FSA 106

FSA 106  Food Safety and Sanitation  1 Credit
Basic sanitation principles, ways to apply the principles in practical situations, and methods for training and motivating food service personnel to follow good sanitation practices. Certification is awarded by the National Education Foundation of the National Restaurant Association upon successful completion of the national examination. One class hour.

FSA 107  Menu Planning  3 Credits
A hands-on approach to planning, creating, and maintaining effective menus. Discussions include menu items and placement, food costing and creative menu designs for visual appeal. Menu planning and design software may be utilized. Three class hours.
Prerequisite: MCC math placement level 2 or higher, or TRS 092 with a grade of C or higher.

FSA 108  Principles of Healthy Cooking  3 Credits
Through this combination lecture and hands-on laboratory course, students will become familiar with basic nutrition principles upon which healthy menus can be built. Students will learn techniques and ingredient selection for preparing healthy classical and modern cuisine, as well as how to analyze and modify the nutrient content of recipes.

FSA 110  Principles of Baking-Bread Products and Cookie Doughs  3 Credits
This course covers instruction in the foundations of baking including theory, demonstrations and hands-on cooking. Students will engage in various bread and cookie preparation techniques including quick breads, yeast breads, enriched and laminated doughs, as well as a variety of cookie mixing methods. They will sample and critique their culinary work.

FSA 105  Introduction to Nutrition and Health  3 Credits
An introductory course in nutrition and health sciences. Topics include nutrition and health, roles of the diet in disease prevention and treatment, and the impact of nutrition on the body. Three class hours.

HSE 101  Introduction to Occupational Health and Safety  3 Credits
An introductory course in the occupational health, safety, and environmental principles. Topics include safety programs, regulatory issues, OSHA General Industry Standards and compliance, hazard identification and control, industrial hygiene, ergonomics and other special topics. Three class hours.

www.monroecc.edu/go/courses
FSA 117 Basic Consumer Nutrition 3 Credits
A lecture course that will present information on nutrients and their use by the body. Topics include digestion, usage of nutrients, consequences of nutrient deficiencies or excesses, energy production and analysis of individual diets. Current research is integrated into the course. Depending on program requirements, this course can meet both Food Service (FSA 117) or Natural Science (BIO 117) elective or course requirement. A student may earn credit for BIO 117 or FSA 117, but cannot earn credit for both courses because they are equivalent courses. Three class hours.

FSA 207 Equipment Facilities - Layout and Specification 3 Credits
This course evaluates different food service facilities regarding design and layout needs, reviewing layouts in operating food service facilities and suggesting innovative ways of utilizing space to its fullest potential. Three class hours.

FSA 208 Medical Nutrition Therapy 3 Credits
This course examines the role nutrition plays throughout the life cycle, as well as in the treatment of illness and degenerative disease. Dietary modifications for the management of heart disease, diabetes, cancer, and other diseases will be covered. Students will practice designing specialized menus to meet clients special dietary needs. Menu analysis using nutritional software is also included. A visit to a health care or community nutrition site provides students with the opportunity to see course content applied in the real world. Spring Semester only. Three class hours. Prerequisite: FSA/BIO 117 or permission of department.

FSA 209 Bar Management 3 Credits
An overview of the entire beverage industry, including alcoholic and nonalcoholic beverages, is provided. Discussions to include the study of beverage operations and their laws. Purchasing, storage, handling, pricing, as well as service techniques are covered. Spring Semester only. Three class hours.

FSA 210 American Deaf Culture and Community 3 Credits
This course provides a thorough analysis of the development of Deaf culture in the United States of America. Topics include: education of the D/deaf; Deaf films, theaters and clubs; preservation of American Sign Language; technology and services in the Deaf community; cochlear implantation. The student’s acculturation process is facilitated by active participation in the Rochester Deaf community. Three class hours. Prerequisite: ASL 102 or corequisite: ASL 103.

FSA 211 American Deaf Studies 3 Credits
A continuation of FSA 210 for students with intermediate to advanced language skills for communication and on cultural aspects of Deaf community. Also stresses student participation in skills development. Three class hours. (SUNY-FL)

Foreign Language/Arabic

ARA 101 Elementary Arabic I 3 Credits
Designed for students with little or no previous experience in the language. Focuses on communicative skills of listening comprehension and speaking, and in developing mastery of the Arabic writing system for basic reading and writing of simple sentences and short paragraphs. Arabic letters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations. Students will also learn customs, traditions, and culture of Arabic speaking countries. Student participation, group discussion and use of digital media are essential elements of the course. Three class hours. (SUNY-FL)

ARA 102 Elementary Arabic II 3 Credits
Continuation of ARA 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Arabic culture. Student participation, group discussion and the use of digital media are essential elements of the course. Three class hours. (SUNY-FL)
Prerequisite: ARA 101 or equivalent or permission of instructor. Memory and length of time since last studied are factors in successful placement.

Foreign Language/Chinese

CHI 101 Elementary Chinese I 3 Credits
Designed for students with little or no previous experience in the language. Focuses on communicative skills of listening comprehension and speaking, and in developing mastery of the Chinese writing system for basic reading and writing of simple sentences and short paragraphs. Pin yin and Chinese characters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations. Students will also learn Chinese customs, traditions, and culture. Three class hours. (SUNY-FL)

CHI 102 Elementary Chinese II 3 Credits
A continuation of CHI 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Chinese culture. Three class hours. (SUNY-FL)
Prerequisite: CHI 101, the equivalent or permission of the instructor. Memory and length of time since last studied are factors in successful placement.

CHI 103 Intermediate Chinese I 3 Credits
Continued study in Chinese for those with a firm foundation in elementary Chinese communication, written and oral. Grammar and vocabulary are continued at a higher level so that the student develops strong reading and writing skills in order to create complex sentences and short paragraphs. In this class, the
student will attain oral and listening skills to successfully function in a variety of daily situations. Cultural topics are included in the study of grammar and structure. Memory and length of time since last studied are factors in successful placement. (SUNY-FL)

Prerequisite: FRE 102, or successful completion of equivalent, or permission of the instructor.

**CHI 221 Chinese Culture on Location**

This course is designed to provide the opportunity to see and experience the richness of China through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to the trip will focus on topics that will help the student to prepare for the experience, and meetings after the trip will provide a time for debriefing, reporting, evaluation and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof. Three class hours; a total of 35 experiential hours. Offered Intercession, Spring, and Summer Semesters.

**Foreign Language/French**

**FRE 101 Elementary French I**

Designed for students with no previous experience in the language with focus on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic contructions, common phrases, and cultural aspects. Also stresses student participation in skills development. FRE 111 is strongly recommended for oral fluency, especially for students transferring to four-year institutions. Three class hours. (SUNY-FL)

**FRE 102 Elementary French II**

Continuation of FRE 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of French culture. FRE 112 is strongly recommended as a companion course to develop oral fluency, especially for students transferring to four-year institutions. Three class hours. Prerequisite: FRE 101 or one year high school French or equivalent.

**FRE 103 Intermediate French I**

Communication skills in French for students with limited experience in the language. Cultural topics are included in the development of practical language skills of listening comprehension, speaking, reading and writing. A companion course, FRE 113 is strongly recommended for improving oral fluency, especially for students transferring to four-year institutions. Three class hours. Prerequisite: FRE 102 or two years high school French or equivalent.

**FRE 104 Intermediate French II**

Continuation of FRE 103 with an emphasis on the development of linguistic skills and cultural understanding for students with some competency in the language. The companion course FRE 114 is strongly recommended for improving oral fluency, especially for students transferring to four-year institutions. Three class hours. (SUNY-FL)

Prerequisite: FRE 103 or three years of high school French or equivalent.

**FRE 111 Elementary French Conversation I**

Intensive participation in the spoken language to develop and improve oral fluency in conversation. Strongly recommended as a companion course to FRE 101 especially for students transferring to four-year institutions. Two class hours. Prerequisite: FRE 101, or some previous study of French.

**FRE 112 Elementary French Conversation II**

Intensive participation in the spoken language to develop and improve oral fluency in conversation, especially for students transferring to four-year institutions. Two class hours. Prerequisite: FRE 102 taken concurrently, or one year high school language, or FRE 101.

**FRE 113 Intermediate French Conversation I**

Intensive participation in the spoken language to develop and improve oral fluency in conversation, especially for students transferring to four-year institutions. Two class hours. Prerequisite: FRE 103 taken concurrently, or two years high school language, or FRE 102.

**FRE 114 Intermediate French Conversation II**

Intensive participation in the spoken language to develop and improve oral fluency in conversation, especially for students transferring to four-year institutions. Two class hours. Prerequisite: FRE 104 taken concurrently, or three years high school language, or FRE 103.

**FRE 115 Contemporary French Conversation I**

Intensive participation in the spoken language for students with sufficient experience in the language to discuss current topics. Three class hours. Prerequisite: FRE 104 or four years of high school French or equivalent.

**FRE 116 Contemporary French Conversation II**

Continuation of FRE 205. Spring semester only. Three class hours. Prerequisite: FRE 205 or equivalent.

**FRE 207 Cinema for French Conversation**

In this course, students will improve their French conversational skills through the discussion of films in French. Student presentations will help the student improve their public speaking skills. In addition, the students will improve their listening comprehension through exposure to native speech. The films will introduce students to culture, some history, vernacular speech and regional accents. This course offers a new and different vision of language learning and use. The films serve as a catalyst for thought provoking cultural and linguistic examination. This offers the students the ability to express themselves and to expose themselves to the diversity of cultures in the many French speaking countries. The students will broaden their knowledge and analyze, compare and enrich their vocabulary and hone their analytic and critical thinking skills through their enhancement, solidification of the acknowledge of the language, and its variety of uses.

Prerequisite: FRE 104, or excellence in High School French, or the equivalent, or permission of the instructor.

**Foreign Language/German**

**GER 101 Elementary German I**

Designed for students with no previous experience in the language. Focuses on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development. GER 111 is strongly recommended for oral fluency especially for students transferring to four-year institutions. Three class hours. (SUNY-FL)

Prerequisite: GER 101 or one year high school German or equivalent.

**GER 102 Elementary German II**

Continuation of GER 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of German culture. Three class hours. (SUNY-FL)

Prerequisite: GER 101 or one year high school German or equivalent.
Foreign Language/Italian

**Foreign Language/Hebrew**

**HBR 101 Elementary Modern Hebrew I** 3 Credits

Designed for students with little or no previous experience in the language. Focuses on communicative skills of listening comprehension and speaking, and in developing mastery of the Hebrew writing system for basic reading and writing of simple sentences and short paragraphs. Hebrew letters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations using modern Hebrew as it is spoken in Israel today. Students will also learn Israeli customs, traditions and culture. Student participation, group discussion and the use of digital media are essential elements of the course. Three class hours. (SUNY-FL)

**HBR 102 Elementary Modern Hebrew II** 3 Credits

Continuation of HBR 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Israeli and Jewish cultures. (SUNY-FL)

**HBR 221 Israeli Culture on Location** 3 Credits

This course is designed to provide the opportunity to see and experience the richness of an Israeli-speaking country through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to, or during, the trip will focus on topics that will help the student to prepare for and enjoy the experience. Meetings after the trip will provide a time for debriefing, reporting, evaluation and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof. Ten class hours; thirty-five experiential hours. Offered during Intersession, Spring and Summer Semesters.

**Italian**

**ITA 101 Elementary Italian I** 3 Credits

Designed for students with no previous experience in the language. Focuses on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development. ITA 101 is strongly recommended for oral fluency especially for students transferring to four-year institutions. Three class hours. (SUNY-FL)

**ITA 102 Elementary Italian II** 3 Credits

Continuation of ITA 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of Italian culture. ITA 112 is strongly recommended as a companion course to develop oral fluency, especially for students transferring to four-year institutions. Three class hours. (SUNY-FL)

**ITA 103 Intermediate Italian I** 3 Credits

Continued study of grammar and structure with the emphasis on oral expression; cultural topics are included. Three class hours. (SUNY-FL)

**ITA 104 Intermediate Italian II** 3 Credits

Continuation of ITA 103 with emphasis on oral expression; cultural topics are included. Three class hours. (SUNY-FL)

**ITA 111 Elementary Italian Conversation I** 2 Credits

Intensive participation in the spoken language to develop and improve oral fluency in conversation. Strongly recommended as a companion course to ITA 101 especially for students transferring to four-year institutions. Two class hours. Corequisite: ITA 101.

**ITA 112 Elementary Italian Conversation II** 2 Credits

Intensive participation in the spoken language to develop and improve oral fluency in conversation, especially for students transferring to four-year institutions. Two class hours. Prerequisite: ITA 102 taken concurrently, or one year high school language, or ITA 101.

**ITA 207 Cinema for Italian Conversation** 3 Credits

In this course, students will improve their Italian conversational skills through the discussion of films in Italian. Student presentations will help the students improve their public speaking skills. In addition, students will improve their listening comprehension through exposure to native speech. The films will introduce students to culture, some history, vernacular speech and regional accents. This course offers a new and different vision of language learning and use. The films serve as a catalyst for thought provoking cultural and linguistic examination. This offers the students the ability to express themselves and to expose themselves to the rich culture of Italy. The students will broaden their knowledge and analyze, compare and enrich their vocabulary and hone their analytic and critical thinking skills through their enhancement, solidification of the knowledge of the language, and its variety of uses. Three class hours. Offered Fall, Spring and Summer Semesters. (SUNY-FL)

Prerequisite(s): ITA 103, or excellence in high school Italian 5, the equivalent, or permission of instructor.

**ITA 221 Italian Culture on Location** 3 Credits

This course is designed to provide the opportunity to see and experience the richness of Italy through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to the trip will focus on topics that will help the student to prepare for the experience, and meetings after the trip will provide a time for debriefing, reporting, evaluation, and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof. Three class hours; thirty-five experiential hours. Offered during Intersession, Spring and Summer Semesters.
Foreign Language/ Japanese

JPN 101 Elementary Japanese I 3 Credits
Designed for students with little or no previous experience in contemporary Japanese. Emphasizes oral communication and listening comprehension skills. Also focuses on developing mastery of the Japanese writing system for basic reading and writing of simple sentences and short paragraphs. Hiragana, Katakana and Kanji characters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations. Students will also learn Japanese customs, traditions and culture. Three class hours. Offered Fall, Spring and Summer Semesters. (SUNY-FL)

JPN 102 Elementary Japanese II 3 Credits
Students will continue strengthening their communicative skills (pronunciation, syllable stress) and writing skills using the Japanese writing system (Hiragana, Katakana and Kanji characters) that are necessary for reading and writing simple sentences and short paragraphs. Grammatical structures will be taught so that students will be able to communicate correctly, both orally and in written form in the most essential everyday life situations. Students will also learn Japanese customs, traditions, and culture associated with major life events, holidays and social interactions. Three class hours. Offered Fall, Spring and Summer Semesters. (SUNY-FL)

JPN 103 Intermediate Japanese I 3 Credits
Continued study in Japanese for those with a firm foundation in elementary Japanese communication, written and oral. Grammar and vocabulary are continued at a higher level so that the student develops strong reading and writing skills in order to create complex sentences and short paragraphs. In this class, the student will attain oral and listening skills to successfully function in a variety of daily situations. Cultural topics are included in the study of grammar and structure. Memory and length of time since last studied are factors in successful placement. (SUNY-FL)

JPN 104 Intermediate Spanish II 3 Credits
Continued study in Spanish for those with a firm foundation in intermediate Spanish through written and oral communication. Grammar and vocabulary are continued at a higher level. Cultural topics are included in the study of grammar and structure. A companion course, SPA 114, is strongly recommended for improving oral fluency, especially for students transferring to four-year institutions. Memory and length of time since last studied are factors in successful placement. Three class hours. (SUNY-FL)

Foreign Language/ Spanish

SPA 101 Elementary Spanish I 3 Credits
Designed for students with no previous experience in the language. Focuses on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development. SPA 111 is strongly recommended for improving comprehension and oral fluency especially for students transferring to a four-year institution. Three class hours. (SUNY-FL)

SPA 102 Elementary Spanish II 3 Credits
Continuation of SPA 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of Hispanic cultures. A companion course, SPA 112, is strongly recommended for improving comprehension and oral fluency, especially for students transferring to a four-year institution. Three class hours. (SUNY-FL)
Prerequisite: SPA 101 or successful completion of the New York State regents exam, the equivalent or permission of the instructor. Memory and length of time since last studied are factors in successful placement.

SPA 103 Intermediate Spanish I 3 Credits
Continued study in Spanish for those with a firm foundation in elementary Spanish communication, written and oral. Grammar and vocabulary are continued at a higher level. Cultural topics are included in the study of grammar and structure. A companion course, SPA 113, is strongly recommended for improving comprehension and oral fluency, especially for students transferring to four-year institutions. Memory and length of time since last studied are factors in successful placement. Three class hours. (SUNY-FL)
Prerequisite: SPA 102, or successful completion of high school Spanish 4, the equivalent, or permission of the instructor.

SPA 104 Intermediate Spanish II 3 Credits
Continued study in Spanish for those with a firm foundation in intermediate Spanish through written and oral communication. Grammar and vocabulary are continued at a higher level. Cultural topics are included in the study of grammar and structure. A companion course, SPA 114, is strongly recommended for improving oral fluency, especially for students transferring to four-year institutions. Memory and length of time since last studied are factors in successful placement. Three class hours. (SUNY-FL)
Prerequisite: SPA 103, or excellence in high school Spanish 5, the equivalent, or permission of the instructor.

SPA 105 Accelerated Elementary Spanish 4 Credits
Designed for students who have no previous experience in the language who wish to move at a faster pace than is permitted by SPA 101 and SPA 102 courses, or for those who have taken one or more years of Spanish previously and wish to review and practice basic Spanish at a quickened pace. Focuses on communicative skills of listening comprehension, speaking, reading and writing. Includes high frequency vocabulary, basic constructions, common phrases and cultural aspects. Also stresses student participation in skills development. A companion course, SPA 111, is strongly recommended for improving comprehension and oral fluency, especially for students transferring to a four-year institution. Six class hours. Offered Fall, Spring, and Summer semesters. (SUNY-FL)

SPA 110 Intermediate Spanish Conversation I 2 Credits
This is an introductory level one conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will hear and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on the linguistic achievement, their aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 101 taken concurrently, one year of language study or permission of instructor.

SPA 111 Elementary Spanish Conversation II 2 Credits
This is an introductory level two conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will hear and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 102 taken concurrently, one to two years of previous language study or permission of instructor.

SPA 112 Elementary Spanish Conversation II 2 Credits
This is an introductory level two conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will hear and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 102 taken concurrently, one to two years of previous language study or permission of instructor.

SPA 113 Intermediate Spanish Conversation I 2 Credits
A communicative approach to develop comprehension of the spoken language and ability to communicate with native speakers at the beginning intermediate level. Spanish spoken by native speakers from Spain and Latin America will be used to train students for real life communication appropriate for social and career related situations. To develop linguistic skills, intensive training in comprehension and communication will be enhanced by the use of videos, music and songs, audio cassettes
and CD-ROM, as well as Internet. Language structures will be practiced in context using related text materials and culture, as well as topics of interest such as current events. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this intermediate level of communication. Two class hours. Prerequisites: SPA 103 taken concurrently, two to four years of previous language study or permission of instructor.

SPA 114 Intermediate Spanish Conversation II 2 Credits
A communicative approach to develop comprehension of the spoken language and ability to communicate with native speakers at this intermediate level. Spanish spoken by native speakers from Spain and Latin America will be used to train students for real life communication appropriate for social and career related situations. To develop linguistic skills, intensive training in comprehension and communication will be enhanced by the use of videos, music and songs, audio cassettes and CD-ROM, as well as Internet. Language structures will be practiced in context using related text materials and culture, as well as topics of interest such as current events. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this intermediate level of communication. Two class hours. Prerequisites: SPA 104 taken concurrently: three or more years of previous language study or permission of instructor.

SPA 122 Elementary Spanish for Future Teachers I 3 Credits
This beginning course is designed for prospective elementary, secondary, and ESL teachers. The course is designed for those teachers who wish to acquire the beginning skills for communication with Spanish-speaking students and their parents. It is designed to teach the fundamental structure of the Spanish language while focusing on the need to communicate, and to provide increased awareness of the Hispanic culture. The course follows a sequence of grammatical, lexical and cultural development in combination with key phrases related to subject areas and administrative duties. (SUNY-FL)

SPA 123 Elementary Spanish for Future Teachers II 3 Credits
This beginning course is designed for prospective childhood, adolescent, and ESL teachers. This course is designed for those with minimal or no previous study of Spanish. The course is a continuation of SPA 122 and is designed for those teachers who wish to build on their beginning skills for communication with Spanish-speaking students and their parents. It is designed to expand one’s knowledge of the fundamental structure of the Spanish language while focusing on the need to communicate. The course follows a sequence of grammatical and vocabulary development in combination with key phrases related to subject areas and administrative duties. (SUNY-FL)

SPA 131 Spanish for Careers 3 Credits
Conversational Spanish in basic communication for those engaged in careers or services dealing with the Spanish speaking community. Three class hours. (SUNY-FL)

SPA 132 Spoken Spanish for Careers II 3 Credits
Continuation of SPA 131. Conversational Spanish in basic communication for those engaged in careers or services dealing with the Spanish speaking community. Evenings, spring semester only. Three class hours. Prerequisite: SPA 131.

SPA 141 Spanish for the Health Professions 3 Credits
This course is designed for those in the health professions who wish to acquire the basic tools for effective communication with the Hispanic client. The language is taught in the context of specific situations with extensive practice and a minimal amount of grammar. The course also contains an important cultural component that will allow the student to gain a greater knowledge and understanding of Hispanics, and thus to create a better, safer, and productive environment. Three class hours.

SPA 145 Spanish for Educators 3 Credits
This course is designed for teachers, administrators, and staff who are not fluent in Spanish, but wish to acquire the basic tools for effective communication with Hispanic students and parents. The language is taught in the context of specific situations with extensive practice and a minimal amount of grammar. The course also contains an important cultural component that will promote a greater awareness and understanding of Hispanics and their culture. Three class hours.

SPA 151 Spanish for the Spanish Speaker/ Espanol para el Hispanohablante 3 Credits
This course is designed for native speakers of Spanish who have limited formal study of written and formal Spanish. The course does not attempt to teach how to speak, read or write, but instead refines the students’ Spanish-language abilities. Literary works, current events and the Internet will be used as a source of reading material and to improve written and conversational fluency, as well as reading comprehension. Attention is given to improving spelling, grammar, and vocabulary. In addition, written accents, anglicisms, code-switching, interference of English, and false cognates are studied. The class is taught entirely in Spanish. Three class hours.

SPA 201 Espana de ayer y de hoy 3 Credits
Through interactive lectures, video and use of the Internet, students will gain an overview of contemporary Spain, the country and people viewed from historical and cultural perspectives. Use of the video series El espejo enterrado (The Buried Mirror) provides the student with the opportunity to develop aural skills to an advanced level. The Internet will be used to access on-line newspapers, magazines, and a vast array of primary source materials to help develop reading skills and knowledge of specialized vocabulary, while engaging the student in a study of current events. This combination will guide the student to a working knowledge of Spain and to improved language comprehension and fluency. Three class hours. Prerequisite: SPA 104, or a grade of B or better in high school Spanish 5, or permission of the instructor.

SPA 202 Latinoamerica de ayer y de hoy 3 Credits
Through interactive lectures, video and use of the Internet, students will gain an overview of contemporary Latin America, the countries and peoples viewed from historical and cultural perspectives. Use of the video series El espejo enterrado (The Buried Mirror) provides the student with the opportunity to develop aural skills to an advanced level. The Internet will be used to access on-line newspapers, magazines, and a vast array of primary source materials to help develop reading skills and knowledge of specialized vocabulary, while engaging the student in a study of current events. This combination will guide the student to a working knowledge of Latin America and to improved language comprehension and fluency. Three class hours. Prerequisite: SPA 104, or a grade of B or better in high school Spanish 5, or permission of the instructor.

SPA 205 Advanced Conversational Spanish I 3 Credits
Intensive practice in oral communication at an advanced level. Current trends in spoken Spanish as expressed in contemporary situations. Three class hours. Prerequisite: SPA 104 or a grade of B or better in high school Spanish 5, or permission of the instructor.

SPA 206 Advanced Conversational Spanish II 3 Credits
Continuation of SPA 205. Three class hours. Prerequisite: SPA 205 or SPA 104, or four years of high school Spanish or equivalent.

SPA 207 Cinema for Spanish Conversation 3 Credits
In this course, students will improve their Spanish conversational skills through the discussion of films in Spanish. Student presentations will help the student improve their public speaking skills. In addition, the students will improve their listening comprehension through exposure to native speech. The films will introduce students to culture, some history, vernacular speech and regional accents. This course offers a new
and different vision of language learning and use. The films serve as a catalyst for thought provoking cultural and linguistic examination. This offers the students the ability to express themselves and to expose themselves to the diversity of cultures in the many Spanish speaking countries. The students will broaden their knowledge and analyze, compare and enrich their vocabulary and hone their analytic and critical thinking skills through their enhancement, solidification of the knowledge of the language, and its variety of uses. (SUNY-FL) Prerequisite: SPA 104, or excellence in High School Spanish 5, the equivalent, or permission of the instructor.

**SPA 210 Spanish Grammar and Structure I** 3 Credits
An intensive study at the advanced level. The grammar and structure of modern idiomatic Spanish with emphasis on oral and written comprehension based on contemporary literary materials and periodicals. Three class hours. Prerequisite: SPA 104 or four years of high school Spanish or equivalent.

**SPA 211 Spanish Grammar and Structure II** 3 Credits
Continuation of SPA 210. Three class hours. Prerequisite: SPA 210.

**SPA 221 Hispanic Culture On Location** 3 Credits
This course is designed to provide the opportunity to see and experience the richness of a Spanish speaking country through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to the trip will focus on topics that will help the student to prepare for the experience, and meetings after the trip will provide a time for debriefing, reporting, evaluation and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof.

### Geography

**GEG 101 Physical Geography** 3 Credits
Physical geography is a study of spatial patterns and natural processes on and near Earth’s surface. As an introductory survey course, GEG 101 explores where and why ecologic, climatologic, and geomorphic phenomena occur. Students will develop a better understanding of the natural environment and our role within it. The far-reaching topics include maps and map making, weather and climate, biogeography, and landform development and change. This is a natural science course. Three class hours. NOTE: Students who successfully complete GEG 101 may, with the addition of GEG 100, complete the requirement for SUNY Natural Science General Education. GEG 100 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both GEG 101 and GEG 100 are successfully completed. (SUNY-NS)

**GEG 102 Human Geography** 3 Credits
Human geography is the spatial analysis of human populations, their cultures, their activities and behaviors, and their relationship with, and impact on, the physical landscapes they occupy. As an introductory survey course, GEG 102 is presented through three major themes: Cultural geography, population geography, and political geography. Topics include cultural evolution, popular and folk culture, cemeteries, languages, religions, demographics, overpopulation, migration, nationalism, and international political systems. Three class hours. This is a social science/other world civilizations course. (SUNY-SS/OWC)

**GEG 104 Weather and Climate** 3 Credits
Weather and climate is the scientific study of atmospheric processes and patterns, and their impact on human activities. This introductory meteorology course examines the collection and analysis of meteorological data at local, regional, and global scales. Topics include the heat, moisture, and wind dynamics of the atmosphere, application of satellite and radar data, development and impact of thunderstorms, tornadoes and hurricanes, weather analysis and forecasting, and the study of climate and climate change. Three class hours. This is a Natural Science course.

**GEG 201 Geography of United States and Canada** 3 Credits
Physical and human geography of the United States and Canada with emphasis on the demographic, cultural, and economic aspects of individual regions. Three class hours. This course is a social science and not a natural science. (SUNY-SS)

**GEG 211 Economic Geography** 3 Credits
Economic geography is the study of how people support themselves, of spatial patterns of production, distribution, and consumption of goods and services, and of the geographic variation of economic activities on Earth. This survey course is presented through one major theme: location theory. Topics include agriculture, manufacturing, the service sector, globalization, transportation, and economic development. Three class hours. This is a social science and not a natural science course. (SUNY-SS)

**GEG 215 Geography of Tourism Destinations** 3 Credits
Geography of tourism destinations is the analysis of human leisure behavior and its socioeconomic impact, and includes the exploration of major tourism attractions and destinations on Earth. This survey course is presented through two major themes: thematic tourism geography and regional tourism geography. Topics include demand and resources for tourism, climate, transportation, spring-break, cruises, all-inclusive resorts, “sin” and “lifestyle” tourism, Rochester’s tourism development, and an overview of major travel destinations across the globe. Three class hours. This is a social science course.

**GEO 101 Introduction to Geology I (Physical Geology)** 4 Credits
A general survey course in the integrated study of the principles of physical geology. Emphasis is on analysis of processes that are at work upon and within the earth such as mountain building and plate tectonics. Three class hours, three laboratory hours, field trips. (SUNY-NS)

**GEO 102 Introduction to Geology II (Historical Geology)** 4 Credits
A study of the principles of historical geology and the physical and biological history of the earth from its origin to the evolution of man. Spring semester only. Three class hours, three laboratory hours, field trips. Prerequisite: GEO 101 or 131 or permission of instructor.

**GEO 103 Great Mysteries of the Earth** 3 Credits
This course investigates Earth mysteries to gain an understanding of the differences between science and pseudoscience. The student will learn and use critical thinking skills, logic, and the scientific method of inquiry to better understand allegedly unexplainable phenomena. This course will investigate topics related to the search for extraterrestrial intelligence, extinction events, early engineering structures, plate tectonics, climate concerns,
GEO 105 Astronomy 3 Credits
An introduction to general astronomy. Topics include: solar system, stellar energy, stellar evolution, galaxies, the universe and constellation identification. Three class hours. NOTE: Students who successfully complete GEO 105 may, with addition of GEO 115, complete the requirement of SUNY Natural Science General Education. GEO 115 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both GEO 115 and GEO 105 are successfully completed. (SUNY-NS)

GEO 106 Introduction to Oceanography 3 Credits
An introductory course which will survey ocean sciences. Geological, chemical, physical, and biological processes and interrelationships will be examined. Three class hours.

GEO 115 Introductory Astronomy Laboratory 1 Credit
This course explores the hands-on, practical applications of basic knowledge gained in the companion course, GEO 105. Exercises involve use of telescopes, observation of stars and constellations, stellar spectra, Hubble red-shift, astrophotography, and computer based exercises. Three laboratory hours. NOTE: This course only meets SUNY General Education Natural Science requirements when both GEO 105 and GEO 115 are successfully completed. (SUNY-NS) Corequisite: GEO 105

GEO 131 Our Changing Earth 3 Credits
A course of study designed for non-science majors to acquaint the student with the wonders and complex workings of our planet. This course will guide the student to an understanding of the infinitely varied landscapes of Earth and the powerful geologic forces of modification at work, leading to a true appreciation of our changing Earth. Three class hours.

GEO 133 Ancient Life 3 Credits
Covers the parade of life on earth from the oldest remains, nearly 3.5 billion years ago, to the emergence of the human species during the Ice Age. The origin of life will be briefly discussed. Emphasis on the evolution of vertebrates, especially dinosaurs. Three class hours.

GEO 137 Dangerous Earth 3 Credits
An introduction to the destructive power of natural hazards such as earthquakes, volcanos, hurricanes, tornadoes and related phenomena. The origin and occurrence of such hazards will be examined. Recent disasters as well as catastrophic events in the Earth's past will be utilized as case studies. Methods of prediction and strategies for minimizing loss of life and property will be emphasized. Three class hours.

GEO 150 Geology of the National Parks 3 Credits
An examination of the interaction of geological processes responsible for the development of the landscape found within the National Parks System. Regional setting and geologic history will be examined. Three class hours. Prerequisite: GEO 101 or GEO 131 or permission of instructor.

GEO 152 Environmental Geology 3 Credits
An in-depth discussion of man's environment as related to resources, wastes, pollution, and geologic hazards. The consequences of use and misuse of our geologic environment will be stressed. Three class hours. Prerequisite: GEO 101 or GEO 131

GEO 154 Geology of New York State 3 Credits
The geological history of the state will be studied chronologically from the Pre-Cambrian era to the Pleistocene epoch. The geology of Monroe County and the Genesee River region will be stressed. Alternate Spring semester only. Three class hours. Prerequisite: One semester of physical geography OR any geology course EXCEPT GEO 104 and GEO 105 is recommended.

GEO 201 Invertebrate Paleontology 4 Credits
A detailed study of the various invertebrate groups important as fossils with emphasis on their major characteristics and evolutionary trends. Insight will be gained into how fossils are indispensable as indicators of geologic time and past environments. Fall semester only. Three class hours, three laboratory hours, field trips. Prerequisites: GEO 101 and 102 or permission of instructor.

GEO 203 Geomorphology 4 Credits
A study of the genesis of land forms, resulting from the action of running water, glaciers, waves, wind, ground water, and other gradational agents. The approach is analytical in terms of structure, process, and stage. Alternate Spring semester only. Three class hours, three laboratory hours. Prerequisite: GEO 101 or permission of instructor.

GEO 204 Introduction to Mineralogy 4 Credits
A study of the formation, occurrence and association of minerals with an emphasis on mineral identification through the study of their chemical, physical and crystallographic properties. Spring semester only. Three class hours, three laboratory hours. Prerequisites: GEO 101 and CHE 100 or permission of the instructor.

GEO 290 Independent Study Variable Credit
See the Department Chairperson.

Golf Management

GLF 115 Introduction to Golf Management 3 Credits
This course is designed to provide the student with an understanding of the golf industry. It also provides the student with an understanding of the etiquette, definitions and rules that govern the game of golf. Three class hours.

GLF 117 The Rules of Golf 2 Credits
This course is designed to provide the student with a comprehensive understanding of the rules of golf. The course will include instruction in the history of the rules, governing bodies, definitions, etiquette, and interpretation of the rules of golf. The student will learn how to identify the rule that applies to each situation, and how to interpret and apply the rule. Two class hour.

GLF 118 Golf Shop Operation 3 Credits
This course is designed to provide the student with an understanding of the operation of a golf shop. It will address the services that may be provided by the golf professional for the members/customers. The following topics will be covered: driving range operation, lesson programs, merchandising, and other revenue producing strategies. Three class hours.

GLF 122 Golf Fundamentals and Methods 3 Credits
This course is designed to provide the student with the elements required for the development of a good golf swing, a detailed study in advanced short game and putting techniques, and with verbal and physical skills related to teaching the game of golf. Three class hours.

GLF 126 Golf Club Design, Fitting and Repair 3 Credits
This course is designed to provide the student with an understanding of the characteristics and design of modern golf equipment. The student will study different fitting techniques and perform basic club repair functions. Three class hours.

GLF 130 Golf Course Maintenance 3 Credits
This course is designed to provide the student with an understanding of the maintenance operations of golf courses and with an understanding of the equipment needed to operate a golf course. Three class hours.

GLF 136 Golf Shop Policies and Services 3 Credits
The purpose of this course is to provide the student with an overview of the day to day operation of a golf facility. It will include the purpose for and development of policies and procedures for operating a golf facility. Job responsibilities and management strategies will be explored, as well as the planning, organization, and implementation of golf events. Three class hours.
Health Education

To assure a sound selection of courses, students are reminded that all HED courses may be applied toward the Physical/Health Education graduation requirement.

HED 101 Cardiopulmonary Resuscitation and Care 1 Credit
This course emphasizes how to recognize and care for breathing and cardiac emergencies for adults, children and infants, heart disease and injury prevention, two rescuer CPR, use of resuscitation mask and valve, and identifying and caring for life-threatening bleeding. The student will receive American Red Cross certification in CPR for the Professional Rescuer. American Red Cross Administrative Fee. Eight week course.

HED 108 Health, Family and Society 2 Credits
The focus of the course is to understand the societal influences and apply the concepts of wellness and holistic health within our families. Specific issues will include multiple dimensions of health, prevention of lifestyle diseases, and exploring choices that promote family and individual health and wellness. Two class hours.

HED 110 Disease Prevention and Healthy Lifestyles 2 Credits
This course is designed to identify factors that contribute to the most common lifestyle diseases (cardiovascular disease, cancer, stroke, diabetes, chronic lung diseases, osteoporosis, anxiety and depression), and common infectious diseases (influenza, STI and HIV). Health promotion and disease prevention measures will be discussed with focus on nutrition, physical activity, emotional wellness, stress management, personal choices and behavior. Two class hours.

HED 114 Health and Safety in the Workplace 2 Credits
This course is designed to help facilitate a high level of well being for the worker and aid the individual to achieve desirable safety practices in their daily profession (managing stress, preventing musculoskeletal disorders and back injury, understanding and preventing sexual harassment, reducing risk of workplace violence). The student will learn how to care for breathing and cardiac emergencies in adults, how to use an Automated External Defibrillator (AED), and how to identify and care for life threatening bleeding, sudden illness, and injuries. The student will receive American Red Cross Certification in Standard First Aid with AED for the Workplace, as well as certification in CPR for the Professional Rescuer. American Red Cross Administrative Fee of $10. Two class hours.

HED 115 Death and Dying 3 Credits
A study of the dying process, death, ceremonies and rituals in many cultures. Deals with issues of loss experiences, the fear of death, understanding reactions to death, near-death experiences, euthanasia, suicide, and current practices and trends in the care and treatment of the terminally ill. Three class hours.

HED 116 Issues in Child Development and Health 3 Credits
Explores health content areas, defined by the New York State Health Education Department, that affect the physical and emotional health of children, ages 5-13. Issues that follow are addressed from a teacher’s perspective: communication health, family life, keeping kids active, safety education, death, substance use and abuse, school violence, childhood stress, nutrition, mental health and environmental factors. This course will include certification in identifying and reporting suspected child abuse/maltreatment, and Safe Schools Against Violence in Education Legislation. Three class hours.

HED 118 Introduction to Safety and Emergency Care 3 Credits
This course emphasizes the key areas of safety, accident prevention and mitigation. Safety topics explored include home, fire, motor vehicle, occupational, recreational, school, natural and man-made disasters. Emergency care procedures are presented and students will demonstrate competency in recognition and care for breathing emergencies for adults, children, infants, one and two rescuer CPR, use of resuscitation mask, bag, valve, Automated External Defibrillator (AED), identifying and caring for life-threatening bleeding, sudden illness, and injuries. The student will receive American Red Cross Certification in CPR/AED for Professional Rescuer and Community First Aid and Safety. American Red Cross Administrative Fee of $10. Three class hours.

HED 120 Drugs and Behavior 3 Credits
This course is designed to inform the student about the issue of chemical dependencies. Basic pharmacology in addition to the biological, psychological and sociological reasons for drug-seeking behavior will be discussed. Topics pertaining to both legal and illegal drug use, abuse and dependency will be covered. This will be accomplished through the use of lectures, videos, class discussions and reaction papers. Three class hours.

HED 121 Women’s Health and Wellness 3 Credits
This course will focus on health and wellness issues pertinent to women in their young adult years through middle to late adulthood. The conceptual framework based on elements of body, mind and spirit will be used to explore common health and wellness issues (i.e., exercise, nutrition, stress, emotions, relationships, acute and chronic disease). Consumer issues related to women and health will be included. Self-empowerment in relation to health promotion and disease prevention will be stressed.

Health Information Technology

HIM 100 Introduction to Health Information Technology 3 Credits
Introduction to the health record profession, allied health professions, historical development of health care field and the present health care delivery system. Introduction to the health information department and its relationship to other hospital departments. Numbering and filing systems, record retention, duplication, and storage considerations are explored. Health care registries are discussed. Numbering and filing systems, record retention, duplication, and storage considerations are explored. Offered first half of fall semester only. Three class hours.
HIM 103  Health Care Documentation  3 Credits
Introduction to the development, form, content, and evaluation of the health record. Introduction to hospital admitting department. Introduction to the organization, responsibilities, and committees of the hospital medical staff. Health record principles are applied in the laboratory setting. Offered second half of fall semester only. Three class hours.
Prerequisite: HIM 100 with a grade of C or better.

HIM 111  CPT Procedural Coding System  2 Credits
This course will emphasize the American Medical Association’s Current Procedural Terminology (CPT) coding system. Course work will focus on introductory outpatient coding with emphasis on evaluation and management, and surgery. Coding exercises will reference documentation guidelines and application of coding and reporting guidelines for outpatient services. Two class hours.
Prerequisite: HIM 110 with a minimum grade of C, or permission of instructor.

HIM 115  Medical Office Pharmacology  1 Credit
Basic pharmacology terminology and concepts for the medical office professional. Topics include drug terminology, abbreviations, regulatory agencies, drug administration, dosage, effects, and use of drug references.
Prerequisite/corequisite: HIM 104

HIM 205  Professional Practice Experience I  4 Credits
Clinical experience under the guidance of professionals. Laboratory includes exercises and applications for nomenclature, diagnostic and procedural classifications, reimbursement groupings. Spring semester only. Three class hours, two laboratory hours.
Prerequisite: HIM 104 with a minimum grade of C.

HIM 206  Professional Practice Experience II  4 Credits
Continuation of HIM 205. One class hour, sixteen lab hours. Enrollment in HIM 206 is conditional upon satisfactory completion of the medical requirements and clearance from any existing health problem(s). Fall semester only.
Prerequisite: HIM 105, HIM 111, BIO 134, BIO 135, and CRC 120, all with a minimum grade of C.

HIM 208  Quality Improvement, Legal and Compliance Issues for the HIM Practitioner  5 Credits
This course will encompass a survey of accrediting, licensing, approving and certifying agencies affecting health care facilities, including the various accreditation programs of the Joint Commission on Accreditation of Health Care Organizations. Total quality management includes quality assessment, utilization management, risk management and credentialing. Additionally, the course will present to the student an introduction to the legal system, release of information, consents, administration of the law, evidence, torts, selected legal doctrines, the medical record in legal proceedings, liability of health care providers, current health legislation, and bioethical issues. Fall semester only. Five class hours.
Prerequisite: HIM 204 or permission of instructor.

HIM 209  Management, Supervision & Personal Development for the HIM Practitioner  2 Credits
This course will encompass an introduction to managerial concepts and functions, to include supervisory techniques, planning, organizing, actuating and controlling, leadership, motivation, forms design, and tools of management specifically developed for health care settings. Content also includes emphasis on development of oral and written communication skills.
Spring semester only. Two class hours.
Prerequisite: HIM 205 with a minimum grade of C.

HIM 211  Healthcare Reimbursement  3 Credits
Course will acquaint the student with the cost of health care in the United States. Financial concepts related to health information systems will be discussed. Content includes instruction in health statistics and the use of medical information systems. Examination of data quality techniques necessitated by current reimbursement methodologies will be included. Computer applications in these areas will be utilized as appropriate. Spring semester only. Three class hours.
Prerequisite: HIM 208 and MTH 150 (or higher), each with a minimum grade of C.

HIM 213  Health Information Systems  3 Credits
An introduction to health record applications, system design and security, and the health information manager’s roles and responsibilities. Spring semester only. Three class hours.
Prerequisites: HIM 208 and CRC 120, each with a minimum grade of C.

HIM 250  Health Information Management in Long Term Care  1 Credit
An introduction to the types of long term health care with an emphasis on inpatient long-term care, home care, hospice and supplemental services. The course will also focus on the trends and changes in the long term health care field to include essential services, regulatory environment, computer adaptations of medical record/information systems and role of health information professionals. Must be matriculated in Health Information Management Long Term Care Program. Total of fifteen instruction hours.
Prerequisite: HIM 204 or permission of instructor.
MCC’s Honors Program helps outstanding students reach their academic goals. The program affords MCC students the opportunity to develop a personal mentor relationship with an Honors faculty member that will last until they complete their MCC degree. This is characteristic of the highest quality liberal arts colleges -- a level of attention that prominent national universities seldom afford their undergraduates. Many honors students continue their studies at prestigious four-year colleges and universities such as Amherst, Cornell, SUNY Geneseo, and the University of Rochester.

For further information, call MCC’s Honors Studies Office at 585.292.3351 or visit www.monroecc.edu/go/honors
### COURSE ABBREVIATIONS

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[134 Course Descriptions](#)  

[www.monroecc.edu/go/courses](#)
Accounting

ACC 101 Accounting Principles I  4 Credits
Basic principles of financial accounting for the business enterprise with emphasis on the valuation of business assets, measurement of net income, and double-entry techniques for recording transactions. Introduction to the cycle of accounting work, preparation of financial statements, and adjusting and closing procedures. Four class hours. Prerequisite: MTH 098 or MTH 130 or equivalent.

ACC 102 Accounting Principles II  4 Credits
A continuation of the basic principles of financial accounting including a study of corporation accounts and the statement of cash flows. The course deals with the development of accounting theory with emphasis on managerial techniques for interpretation and use of data in planning and controlling business activities. Four class hours. Prerequisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

ACC 110 Fundamentals of Accounting I  2 Credits
An introductory course in the study of the basic accounting cycle. The recording and summarizing aspects will be covered with the emphasis on analysis of financial information and the role of accounting in the decision making process. No credit given for both ACC 101 and ACC 110. Successful completion of both ACC 110 and ACC 111 is equivalent to ACC 101. Two class hours, one conference hour. Prerequisite: MTH 098 or MTH 130 or equivalent.

ACC 111 Fundamentals of Accounting II  2 Credits
A continuation of ACC 110. Includes coverage of the summary function, preparation and analysis of financial statements, cash control, receivables, inventory valuation, plant assets, and current liabilities. No credit given for both ACC 101 and ACC 111. Successful completion of both ACC 110 and ACC 111 is equivalent to ACC 101. Two class hours. Prerequisite: ACC 110

ACC 130 Introductory Accounting and Financial Analysis  4 Credits
Basic principles of both financial and managerial accounting with the focus on what accounting information is, what it means, and how to use it. Students will learn that accounting is a vital link between business events and business decisions. Four class hours. Prerequisite or corequisite: MTH 098 or MTH 130 or equivalent.

ACC 201 Accounting Applications  3 Credits
An applied/practical approach to the operation of computerized general ledger system. Material covered will include accounts receivable, inventory management, sales invoicing, accounts payable, and cash management. Emphasis is placed on the use of special journals, subsidiary ledgers, and data entry/retrieval. Scheduled to be offered in the Fall Semester during the day and the Spring Semester during the evening. Three class hours. Prerequisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

ACC 202 Payroll Accounting  2 Credits
To provide an interesting and useful understanding of accounting for payroll. The course will cover all the basics of payroll, including many of the laws affecting payroll. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Two class hours. Prerequisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

ACC 204 Tax Procedures  3 Credits
A study of federal, state, and local tax law and procedures for corporations, partnerships, and individuals. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Three class hours. Prerequisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

ACC 210 Intermediate Accounting I  4 Credits
A more analytical treatment of accounting theory and practice, with a review and amplification of basic procedures. Topics include cash, receivables, inventories, plant assets, intangible assets, current and contingent liabilities, long-term debt and financial statement presentation and disclosure. Scheduled to be offered in the Fall Semester during the day and the Spring Semester during the evening. Four class hours. Prerequisite: ACC 102 with a grade of C or higher.

ACC 220 Cost Accounting  3 Credits
The basic procedures and techniques of accounting used to determine, accumulate and control the cost of production and distribution of goods and services in today’s economy. Process and job-order methods, standards and standard cost, techniques of cost analysis and control. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Three class hours. Prerequisite: ACC 102 with a grade of C or higher.

ACC 230 Accounting Systems and Applications  3 Credits
A hands-on introduction to software used by accountants. The course will focus on the problem-solving capabilities of Excel in handling various accounting and financial issues. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Three class hours. Prerequisite: ACC 101 with a grade of C or higher OR ACC 110 and ACC 111 with an average grade of C or higher; plus ACC 102 and CIS 121, both with a grade of C or higher.

ACC 290 Independent Study  Variable Credit
See the Department Chairperson.

Alcohol/Chemical Dependency

ACD 140 Alcoholism/Chemical Dependency and the Human Service Worker  3 Credits
Designed to heighten students’ awareness of substance abuse problems. Students will develop a base knowledge concerning the pharmacology of drugs, including the different types of drugs and their physiological and psychological effects. An exploration of the social response to their use will be included. Areas of social service practice to be covered include theories and models of the etiology of chemical dependency as well as tactics of prevention and treatment designed to meet client needs. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.

ACD 141 Alcoholism/Chemical Dependency Treatment Modalities  3 Credits
Provides students with a comprehensive education related to the broad range of planned and continuing services, included, but not limited to: diagnostic evaluation, continuing assessment, counseling, medical pharmacological, psychiatric, psychological, spiritual and social care, relapse prevention, vocational rehabilitation and career counseling. Will develop cognizance of confidentiality and ethical issues involved in assessment and treatment, which may be extended to persons with alcohol and other substance abuse problems. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours. Prerequisite: ACD 140 with a grade of C or higher.

ACD 235 Alcoholism/Chemical Dependency and the Family System  3 Credits
Provides students with the pertinent education and training related to issues and information specific to the effects of alcohol and other drug abuse/dependency on the family system and the community, including, but not limited to, physical, developmental, psychological, cultural and sociological implications. Case management, methods of assessment, therapeutic treatment techniques and resources within the community will be addressed. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours. Prerequisite: ACD 140 with a grade of C or higher.
ACD 143 Alcoholism/Chemical Dependency Counseling Skills 3 Credits
Development of specialized skills in individual counseling specific to the field of chemical dependency. A major component will be the in-depth consideration of each client’s individual needs. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.
Prerequisite: ACD 140 with a grade of C or higher

ACD 144 Alcoholism/Chemical Dependency/ Substance Abuse Group Counseling Skills 3 Credits
Development of specialized skills in group counseling appropriate in the field of chemical dependence counseling. Methods of application of these skills and knowledge necessary for implementing effective counseling will be provided. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.
Prerequisite: ACD 140 with a grade of C or higher

ACD 145 Special Issues in the Field of Alcoholism/Chemical Dependency/ Substance Abuse 3 Credits
Provides students with the knowledge and skills that will prepare them to understand and deliver appropriate services to individuals who have been affected by the use/abuse/dependency on alcohol and other drugs. Issues will include, but not be limited to, communicable diseases, socio-cultural topics, cultural relevance, MICA population, adolescents, elderly, women, gay/lesbian population, violence and abuse, advocacy, counseling wellness, supervision, prevention, and community education. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.
Prerequisite: ACD 140 with a grade of C or higher

ACD 146 Alcohol/Chemical Dependency Internship Seminar 6 Credits
Provides students with in-depth experience in the addiction treatment field. Students will complete an internship consisting of 20 hours per week for fifteen weeks, plus a two-hour-a-week seminar. In the seminar, issues encountered by the students in their internships will be addressed, and information regarding some needed skills and knowledge will be provided. Internship hours worked in addiction prevention or treatment agencies may be counted as volunteer work hours or as educational hours toward the N.Y.S. CASAC. Two class hours, 300 experiential hours.
Prerequisite: ACD 140 with a grade of C or higher, plus two other ACD classes with a grade of C or higher and ENG 101 with a grade of C or better or permission of instructor

ANT 101 General Anthropology 3 Credits
An introduction to the fields of anthropology with emphasis on archaeology and physical anthropology. Explores the range of human biological and cultural diversity as indicated by archaeological remains and the human fossil record. Facts and theories about human nature and human culture are examined in evolutionary and comparative perspective. Three class hours. (SUNY-SS)

ANT 102 Cultural Anthropology 3 Credits
A cross-cultural study of the variety of human adaptations to physical, social and cultural environments, primarily in terms of subsistence, technology, social groupings, government, economic organization, religion and aesthetics. Students are encouraged to discover the meaning behind cultural differences and similarities wherever they occur. Three class hours. (SUNY-SS/OWC)

ANT 110 Hosts and Guests: The Anthropology of Tourism 3 Credits
Offers an anthropological perspective on the positive and negative impacts of tourism upon a variety of cultures, peoples and environments. Includes an overview of pilgrimages, mass tourism, economic development, the “packaging” of cultures, and tourism as a sacred journey. Through case study and site visits, students also explore tourism development in Rochester. Three class hours. (SUNY-SS)

ANT 130 Bones, Bodies and Detection 3 Credits
An introduction to the methods and techniques used by forensic anthropologists to identify and recover human remains and establish circumstances of death. Using case reports and skeletal materials, students explore how anthropologists work with other disciplines to estimate age, gender, ethnic affiliation, stature, traumatic injury and pathologies. Students will develop analytical and critical thinking skills needed to reconstruct events surrounding the life and death of individuals both ancient and modern. Three class hours. (SUNY-SS)
Prerequisite: ANT 101 or permission of instructor

ANT 201 Native American Peoples and Cultures 3 Credits
Survey of the major regional cultural divisions of North and Meso-America, with intensive analysis of Indian societies selected to illustrate the range of economic, political and social institutions, and the relevance of ecological and historical factors. Three class hours. (SUNY-SS/OWC)
Prerequisites: ANT 101, or ANT 102 or SOC 101.

ANT 202 Human Religious Experience 3 Credits
Explores anthropological data on and interpretations of human religious experience from Paleolithic times to modern satanic cults. Students are guided across a spectrum of religious behavior, Worldview, religious specialists, ritual, magic, the supernatural, and consequences of religious variability are examined in light of our need to escape culture-bound conceptions of religion. Three class hours. (SUNY-SS)
Prerequisite: ANT 102

ANT 205 Archaeology Field School 3 Credits
This course will offer students the opportunity to participate in an ongoing excavation of the Bittner Farm, a 19th Century Euro-American farmstead in Monroe County, New York, on the campus of Monroe Community College. Students will broaden their understanding of anthropology, history, and science through training and practical experience in archaeology. Training and practical experience in a variety of archaeological field methods such as artifact analysis and record keeping will be provided. Students gain an understanding of basic techniques of survey, excavation, and post-excavation lab work. This will enhance concepts and practices acquired from previous coursework and be applicable to future courses, other archaeological fieldwork, or to their knowledge of local history. Course runs two weeks, six hours daily, Monday through Thursday, with a lunch break. Two class hours, two laboratory hours.
Prerequisite: ANT 101 recommended

ANT 230 The Cultural Context of International Business 3 Credits
Provides an overview of the various cultural contexts in which international business operates. Utilizes case studies of successful and unsuccessful adaptations of business in cultures as different as Japan and Mexico to exemplify the relationship between cultural awareness and success in the international business environment. Students are trained in cross-cultural survival skills. Mock negotiations and role-play may be included as an opportunity to apply skills learned in the course. Three class hours.

ANT 290 Independent Study Variable Credit
See the Department Chairperson.
course which will introduce the student to basic graphic skills. Emphasis will be placed on applying the elements and principles of two-dimensional design to specific graphic design tasks in order to build visual literacy skills. Emphasis will be placed on both computer and hand skills used in the production of graphic art work.

- Course takes place within a Macintosh environment utilizing Adobe software.
- Students will be required to purchase art supplies and materials.
- Students may be required to print at a local service bureau.

AAD 112 (formerly COM 112) Graphic Design 1
3 Credits
This course explores the various aspects of graphic communication and will cover concepts, typography, layout and general graphic techniques. Course materials are designed to advance an understanding of design tools and design principles, artisanship and conceptual skills through the exploration of visual elements, order, concept and language. Three class hours.
Prerequisite: COM 104/AAD 104 and COM 105/AAD 105, or permission of instructor.

AAD 160 (formerly COM 160) Graphic Illustration: Vector Drawing
3 Credits
This course is designed to introduce the benefits, complexities and application of vector illustration and design (using Bezier curves) within a creative explorative environment. Learning to integrate traditional and digital image making techniques, students will be introduced to various methods of visual problem solving. The skills and ideas covered in this course are invaluable to students considering a career or study path in fine art, design, illustration, print media, motion graphics, animation or other media related arts.

- Course takes place within a Macintosh environment utilizing Adobe software.
- Students will be required to purchase art supplies and materials.
- Students may be required to print at a local service bureau.

Three class hours.
Prerequisite: COM 104/AAD 104 or IDE 160 or permission of instructor

AAD 165 (formerly COM 165) Digital Prepress
3 Credits
Introduces the student to the essentials of digital color prepress issues. An in-depth use of digital technology in the lithographic production and printing cycle will be explored. Students will experience both the theoretical and practical challenges of new prepress tools. Topics will include color separations, digital trapping and digital halftones. Two class hours, two laboratory hours.
Prerequisites: AAD 112, AAD 160, and AAD 260, or permission of instructor.

AAD 250 (formerly COM 250) Printing Process
4 Credits
And advanced course focusing on the in-depth study of the theory and techniques of graphic arts skills covering pre-press, press and finishing stages. Students will extend their prior knowledge and skills while exploring the parameters of print media through the production of multi-component projects. By managing projects from concept development through press and finishing stages, students will gain experience in advanced project planning, output, and hands-on experience with offset presses. Projects may include a self-promotional booklet, as well as print projects for outside clients. Three class hours, two laboratory hours.

AAD 256 Motion Graphics
3 Credits
Introduction to time based graphic design. Students will be exposed to both traditional and experimental methods of producing short motion sequences. Through a series of exercises and assignments, conceptual problem solving and the design of motion graphics will be emphasized. In addition to producing short motion sequences students will also view and discuss various commercial and independent works. Students must be able to practice good organizational and planning skills. Experience in design, photo imaging and vector graphics is a plus, but not necessary.
Prerequisite: AAD 105 Typography or permission of instructor

AAD 260 (formerly COM 260) Applied Imaging, Raster Graphics
3 Credits
This course is designed to introduce the benefits, complexities and application of raster graphics, illustration and design within a creative explorative environment. The curriculum emphasizes both craft and visual problem solving. Emphasis is placed on the development of the student’s ability to apply creative thinking and contemporary techniques in creating meaningful and effective photographic illustrations and design. Course projects will emphasize use of computers, digital cameras and scanners.

- Course takes place within a Macintosh environment utilizing Adobe software.
- Students will be required to purchase art supplies and materials.
- Students may be required to print at a local service bureau. Three class hours.
ART 101  Art Essentials  3 Credits
This course is designed to improve the student’s visual perception and expand critical awareness through a variety of hands-on studio projects. The student will become familiar with the methods, materials, media, vocabulary, and techniques of making art. This course is suggested for students who are interested in developing their creative skills but are not art majors. Two class hours, two studio hours. (SUNY-A)

ART 102  Fine Arts: Theory and Practice  3 Credits
This course is required for those enrolling in the Fine Arts degree program, planning to graduate and transfer, and is designed to be taken in the first semester. It is a springboard for a multitude of interests for a future in the arts. The student is introduced through lecture, reading, writing, and discussion, to topics addressing our expectations and the student’s preparation to succeed in the program. Additionally, an overview of the offerings in the discipline, and the expectations and interactions of the Fine Arts courses are provided. The general knowledge areas include: fine arts theory and practice; a personal development plan; the creative process and ideation; exposure to contemporary art practices; and theoretical readings.

ART 104  Drawing I: Foundation  4 Credits
An introductory course that provides the student with experiences in working with a variety of subject matter and media. Various methods and materials (such as graphite, charcoal, conte crayon, and ink) will be explored, and a variety of mixed media techniques will be introduced. A range of drawing concepts will be covered including line, mass, texture, value, color, composition, and space. Emphasis is placed on the development of observational and technical skills needed for image making. Students are responsible for purchasing their own materials for this course. (SUNY-A)

ART 107  Watercolor/Water-based Media  3 Credits
This course introduces the student to the basic tools, materials and practices of watercolor and other water-based media, with an emphasis on the exploration of contemporary approaches to these media. Experimentation with materials and solutions to problems presented in class will be emphasized to instill the student with an understanding of painting as a creative act that reflects the personal sensibilities of the artist. Involvement of the student in critical evaluation of their work and the work of others will be a major component of the course. (SUNY-A)

ART 108  The Sketchbook and the Creative Process  1 Credit
Students will explore various aspects of the sketchbook and how it can be integrated into the artist’s practice. This course begins with the assumption that art is a universal human activity, not the exclusive realm of the specialist. The sketchbook is presented as a creative tool through which anyone can explore, reflect upon, and express their experiences. Emphasis will be placed on journal activities, the development of each student’s personal style and areas of interest, and the generation of ideas. This course is designed to (re)introduce artistic activity to the non-major and to deepen that process for the art major. The sketchbook will be presented both as a work in its own right and as a preparatory tool for future creative activity. The art major who takes this course will find the sketchbook is a valuable forum for collecting visual information, experimenting with a variety of drawing materials, exploring mixed media techniques and formulating and recording ideas. One class hour. (SUNY-A)
Prerequisite: ENG 101 or permission of instructor

ART 109  Two Dimensional Design: Foundation  3 Credits
The intent of this course is to provide students with an introduction to the fundamentals of two-dimensional design. Emphasis will be placed on the elements and principles of two-dimensional design and their use as the building blocks of visual literacy. Through lectures and hands-on assignments, students will gain an understanding of the concepts, vocabulary and skills needed to facilitate their understanding of visual organization. Through the critique process students will have the opportunity to evaluate and analyze their work and the work of others. Students are responsible for purchasing their own materials for this course. Two class hours, two studio hours. (SUNY-A)

ART 110  Comics and Sequential Art  3 Credits
This class is designed to take students through the process of creating their own comic book or sequential narrative. We will also examine the evolution of the comic, how the comic book is referenced in contemporary society, and appropriate grant writing and portfolio procedures for the comic industry. The course will be divided into three areas: materials, drawing techniques, and themes. While exploring these areas of emphasis, students will begin to develop their own style and voice which will be examined through a series of critiques throughout the semester.
Prerequisite: ENG 101

ART 118  Perspectives of Art History I: Ancient  3 Credits
Introduces the student to major artistic periods from prehistoric times to the Renaissance by examining the function and role of the artist in various periods of Western and Non-Western history. Major works studied will include objects from China and Japan as well as art and architecture from ancient civilizations such as Egypt, Greece, and Rome. The major emphasis of the course will be on the roots of European artistic developments from ancient times through the Gothic period of Medieval Europe. This course can be used as a humanities or social science elective. Three class hours. (SUNY-WC/H)

ART 119  Perspectives of Art History II: Modern  3 Credits
Introduces the student to major artistic periods from the Renaissance to contemporary art by examining the function and role of the artist in various periods of history with an emphasis on the origins and developments of artistic styles such as High Renaissance, Baroque, Romanticism, Realism, and Cubism. The course will survey major works by artists such as Michelangelo, Jan van Eyck, David, Van Gogh, Picasso, Georgia O’Keeffe, and Frank Lloyd Wright. This course can be used as a humanities or social science elective. Three class hours. (SUNY-WC/H)

ART 120  Painting I  4 Credits
This course provides a foundation for a basic experience with painting. Exploration with the methods, materials and concepts of acrylic painting will be carried out in a studio setting. Through specifically assigned problems, the beginning student will develop a visual painting vocabulary. Color theory, pictorial composition, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized. Participation in individual and group critiques of work produced during the course is expected. Students are responsible for purchasing their own materials for this course. Two class hours, four laboratory hours. (SUNY-A)
Prerequisite: ART 104 or permission of instructor

ART 121  Perspectives of Art History III: Non-Western Art  3 Credits
An introductory course that focuses on the history, development and current influences of non-western art. Particular emphasis is on objects, images and architecture from India, China, Korea, Southeast Asia, Pre-Columbian and Native North and South Americas, Africa, and the cultures of the South Pacific Islands. This course can be used as a humanities or social science elective. Three class hours. (SUNY-DWC/H)

ART 125  Three Dimensional Design: Foundation  4 Credits
This course introduces the student to how the elements of line, plane, shape, volume and mass are manipulated in the design of 3D forms. Texture, transparency, unification, modification, color, and other effects on these elements are also incorporated. The elements are defined, experimented with individually, in combination, and cumulatively. Individuality is encouraged within the structured framework of each project. Students experience a wide range of materials and processes to develop a broad three-dimensional experience. Students are responsible for purchasing their own materials for this course. Two class hours, four studio hours.
ART 130  Sculpture I  4 Credits
This course offers a foundation in sculpture as necessary for continued sculptural exploration, including basic knowledge of additive, subtractive, and casting processes. Historical context, the creative process, conceptual development, evaluation, and criticism are emphasized. Students explore these issues through individual projects within a structured framework. Two class hours, four studio hours.
Prerequisite:  ART 125

ART 154  Drawing the Human Figure  4 Credits
This is an intensive studio-based course that deals primarily with the human form via the nude model and additional supporting means for that study. Assignments are designed to give the students the visual tools needed to accomplish accurate rendering of the figure, with emphasis on anatomy, proportion and the creative interpretation of the human form. A variety of media will be explored such as graphite, conte crayon, charcoal and ink wash. Guided strategies such as contour, gesture, and tonal studies will be utilized while drawing poses that vary in duration. Students are responsible for purchasing their own materials for this course. Two class hours, four studio hours.
Prerequisite:  ART 104 or permission of instructor

ART 175  Art Travel  1 Credit
A course that combines classroom instruction at the MCC campus with travel to and instruction at various off-campus locations including art museums, historical and landmark houses, art galleries, architecturally noteworthy urban sites or town developments. Variable class hours.

ART 190  Art Focus  1 Credit
The ART 190 designation is used for art history studies of special interest. The focus will change from semester to semester depending on local art exhibits or significant artistic events. Examples are: Dutch Landscape Painting, Cobblestone Houses in Upstate N.Y., Michelangelo, Themes of Protest in Paintings, Architecture of Frank Lloyd Wright. Variable class hours.

ART 200  Arts Management  3 Credits
This course offers an opportunity to experience the day to day challenges of administering a museum, gallery, box office, performing groups, music recording studio and theater. The student will examine the many aspects of organizing, planning, preparation, promotion and presentation of arts events and productions. The student will learn the methods of working with artists, budgeting, contracts and grant writing. Utilizing Monroe Community College’s Visual and Performing Arts department facilities and other experimental spaces around the campus and Greater Rochester, students will have an opportunity to get hands-on experiences working in the field. The course will have invited guest speakers, art critics, arts managers, and other arts professionals. Field trips to the areas cultural resources will familiarize the student with the rewarding career possibilities in these professions. Fall and Spring semesters. Three class hours.
Prerequisite: Minimum of 24 credits of college course study.

ART 204  Drawing II  4 Credits
This course expands upon the basic skills developed in ART 104. The student will be provided with advanced drawing problems related to creative and expressive image making. Various approaches to methods, materials, subject and content will be explored as a way to continue to develop the student's conceptual and perceptual abilities. Students are responsible for purchasing their own materials for this course. Two class hours, four studio hours.
Prerequisite:  ART 104.

ART 205  Commercial Illustration I  4 Credits
A course which explores a full range of current commercial illustration methods and techniques utilizing the following media: pencil, pen and ink, watercolor, and collage. Two class hours, four studio hours.
Prerequisites:  ART 104, ART 109 or permission of instructor.

ART 206  Commercial Illustration II  4 Credits
A continuation of ART 205 emphasizing advanced illustration techniques including those utilizing basic computer skills for completion of assignments. This course focuses on illustration assignments as they are commissioned by art directors of graphic studios, ad agencies, magazines, book and newspaper companies. Two class hours, four studio hours.
Prerequisites:  ART 104, ART 109, ART 205 or permission of instructor.

ART 220  Painting II  4 Credits
This course expands upon the foundation established in Painting I. Increased emphasis will be placed on experimentation, the expressive potentials of the medium, and on developing a perspective on the relationship between the formal techniques and the conceptual aspects of painting. Participation in individual and group critiques of work produced during the course is expected. Students are responsible for purchasing their own materials. Two class hours, four laboratory hours.
Prerequisite:  ART 120 or permission of instructor.

ART 230  Sculpture II  4 Credits
This course is a continuation of sculpture including figure study of the torso, and personal exploration in any of the three areas studied in ART 130. The student will concentrate on the development of a concept, experimentation, technical drawings and maquettes, leading to the creation of the final sculptural project. Two class hours, four laboratory hours.
Prerequisite:  ART 130

ART 231  Art Seminar/Portfolio Development  3 Credits
A course for the student who has completed 20 credits in the visual arts, interior design, or graphic arts courses. The seminar will critically summarize the students’ art experiences and provide techniques and methods to sustain, maintain and foster personal and professional growth in their fields. Topics to be covered are: self-evaluation techniques, preparing, presenting and maintaining a professional portfolio, transfer advisement and career advisement. Guest lectures, visits to arts organizations, art galleries, area colleges, private and commercial studios, will expose the student to a variety of arts organizations and career possibilities. Three class hours.
Audiovisual Technology

AVT 121 Introduction to Audiovisual Technology 2 Credits
This is a survey course that is designed to introduce students to the audiovisual industry. The knowledge acquired through the on-line tutorials and practical experience in the field will serve as a foundation for subsequent courses leading to the acquisition of entry level skills in audiovisual technology. This course provides an overview of the audiovisual (AV) industry and the courses included in the AV program. Students who complete the course successfully will be knowledgeable about industry trends, opportunities, and resources that are available to AV technicians. They will also be proficient in using the technology required to take the on-line courses included in the programs, and they will be able to identify and describe the basic functions of various types of cabling, connectors, equipment, and system components used in the audio, video, and system integration sectors of the industry. Two class hours.

AVT 122 Audio Technology 3 Credits
This course provides students with a working knowledge of how to install and terminate audio cabling, distinguish between types of audio signals, recognize appropriate audio equipment, install audio components, verify audio system operation, operate audio systems, and complete appropriate documentation. Integrated systems and rental and staging applications are included. The knowledge acquired through the on-line tutorials and practical experience in the field will serve as a foundation for additional courses leading to the acquisition of entry level skills in audiovisual technology. Prerequisite/Corequisite: AVT 121.

AVT 123 Video Technology 3 Credits
This course will provide students with a thorough understanding of the career path, tasks and terminology of an audio visual technician, working specifically with video. Prerequisites/Corequisites: AVT 121 and AVT 122.

AVT 124 Integrated Audio and Video Systems I 2 Credits
This course will provide students with the skills required for installing and uninstalling equipment on a project basis. Students will also be introduced to advanced technologies in the areas of control and display systems. The scenario-based approach to this course allows the student to envision a project from start to finish, enabling them to address the planning, concerns, and outcomes of a well-orchestrated presentation event. Prerequisite/Corequisite: AVT 123.

AVT 125 Integrated Audio and Video Systems II 2 Credits
Advanced application of audio and video technology in computer presentation, home theater and video conferencing. Prerequisite/Corequisite: AVT 124.

Automotive Technology

ATP 100 Automotive Services 3 Credits
This hands-on course is designed for both consumers interested in repairing their own cars and individuals interested in entry level skills that will help them gain employment in the automotive industry. Lectures, demonstrations and hands-on activities provide an overview of automotive systems. Can be substituted for any one of the ATP 171-176 work experience courses. Two class hours, two laboratory hours.

ATP 101 Introduction to Automotive Technology 5 Credits
An introductory course designed for automotive students that provides theory for a foundation in the field of automotive technology. All systems of the automobile are covered. Offered in the Fall and Spring Semesters. Three class hours, three laboratory hours. Prerequisite: Permission of the department.

ATP 102 Electrical/Electronic Systems 1 - Automotive 3 Credits
A study of basic automotive electricity including Ohms law, circuit analysis, meter usage, discrete solid state components, magnetic induction, motor principles, and wire repair. Two class hours, two laboratory hours. Prerequisite: Permission of the Department.

ATP 103 Electrical 2 - Automotive 4 Credits
It is required that students have an extensive electrical theory background or have completed ATP 102 or ATP 152. Theory-related instruction and demonstration of testing and repair procedures covers automotive charging, starting, lighting, and accessories. Schematic reading is emphasized throughout the course. Three class hours, two laboratory hours. Prerequisite: Permission of the Department.

ATP 104 Emission Controls, Computer and Fuel Systems I 3 Credits
Theory related instruction and demonstration of testing and repair procedures covering emission controls, engine performance diagnosis, 2 & 4 gas analysis, scope patterns, and ignition systems. Two class hours, two laboratory hours. Prerequisite: Permission of the Department.

ATP 105 Brakes - Automotive 4.5 Credits
Theory related instruction and demonstration of testing and repair procedures covering automotive brake systems. Includes drum and disc brakes, hydraulic systems, power assist and anti-lock systems. Three class hours, three laboratory hours. Prerequisite: Permission of Department

ATP 106 Steering and Suspension - Automotive 5 Credits
In-depth study of adjustable and non-adjustable alignment measurements with emphasis on proper alignment techniques, methods of adjustment, complete 4-wheel alignment. Manual and power steering system diagnosis and repair, complete suspension system service including coil spring, torsion bar, and MacPherson struts. Three class hours, three laboratory hours. Prerequisite: Permission of Department.

ATP 107 Automatic Transmission and Transaxle - Automotive 4 Credits
This course includes the theory of operation, diagnosis, maintenance and repair of automobile transmissions and transaxles. There will be emphasis on hands-on work. Three class hours, two laboratory hours. Prerequisite: Permission of Department.

ATP 108 Engine Repair - Automotive 4 Credits
Instruction in the 4-stroke theory and practical procedures necessary to diagnose and repair automotive type gasoline engines. Includes diagnosis, component inspection, proper disassembly and reassembly procedures, and critical engine measurements. Three class hours, three laboratory hours. Prerequisite: Permission of Department.

ATP 109 Heating and Air Conditioning - Automotive 3 Credits
Theory related instruction and demonstration of testing and repair procedures covering automotive heating and air conditioning systems. This course provides theory for R-12 and R-134a systems. Two class hours, 1.3 laboratory hours. Prerequisite: Permission of Department.

ATP 112 Engine Performance - Automotive 4 Credits
The theory, operation and diagnosis of computerized engine controls and fuel systems. Three class hours, two laboratory hours. Prerequisite: Permission of Department.

ATP 139 Applied Automotive Techniques 2 Credits
This is a performance based hands on course designed for individuals interested in developing entry level skills that will help them gain employment in the automotive industry. Demonstrations and hands on LAB activities provide practical experience of service tasks related to automotive systems. Students must provide their own tools. It is required that students have completed ATP 100 plus ATP 131, or ATP 101. Three laboratory hours. Prerequisite: Permission of the department.
ATP 140  Automotive Technology-Coop Seminar  1 Credit
Career related seminar offered one hour per week (15 hours); prepares students for their co-op in-dealership experience.

ATP 141  Automotive Technology-Coop I  2 Credits
This is a 9 week in-dealership co-op work experience for automotive technology students. 360 experiential hours.

ATP 142  Automotive Technology-Coop II  2 Credits
This is a 6 week in-dealership co-op work experience for automotive technology students. 240 experiential hours.

ATP 143  Automotive Technology-Coop III  3 Credits
This is a 12 week in-dealership co-op work experience for automotive technology students. 480 experiential hours.

ATP 144  Automotive Technology-Coop IV  2 Credits
This is a 9 week in-dealership co-op work experience for automotive technology students. 360 experiential hours.

ATP 145  Automotive Technology-Coop V  2 Credits
This is a 6 week in-dealership co-op work experience for automotive technology students. 240 experiential hours.

ATP 151  Introduction to Automotive Technology Theory  3 Credits
An introductory course designed for automotive students that provides theory for a foundation in the field of automotive technology. All systems of the automobile are covered. Offered in the Fall Semester. Three class hours. Prerequisite: Permission of Department

ATP 153  Electrical 2 - Automotive Theory  3 Credits
It is required that students have an extensive electrical theory background or have completed ATP 102 or ATP 152. Theory related instruction and demonstration of testing and repair procedures covering automotive charging, starting, lighting, and accessories. Schematic reading is emphasized throughout the course. Three class hours. Prerequisite: Permission of Department

ATP 154  Emission Controls, Computer and Fuel Systems I Theory  3 Credits
Theory related instruction and demonstration of testing and repair procedures covering emission controls, engine performance diagnosis, 2 and 4 gas analysis, scope patterns, and ignition systems. Two class hours. Prerequisite: Permission of Department

ATP 155  Brakes - Automotive Theory  3 Credits
Theory related instruction and demonstration of testing and repair procedures covering automotive brake systems. Includes drum and disc brakes, hydraulic systems, power assist and anti-lock systems. Safe use of the oxyacetylene torch for welding and cutting is also covered. Three class hours. Prerequisite: Permission of Department

ATP 156  Steering and Suspension - Automotive Theory  3 Credits
In-depth study of adjustable and non-adjustable alignment measurements with emphasis on proper alignment techniques, methods of adjustment, complete 4-wheel alignment. Manual and power steering system diagnosis and repair, complete suspension system service including coil spring, torsion bar, and MacPherson struts. Three class hours. Prerequisite: Permission of Department

ATP 157  Automatic Transmission and Transaxle - Automotive Theory  3 Credits
This course includes the theory of operation, diagnosis, maintenance and repair of automobile transmissions and transaxles. There will be emphasis on hands-on work. Three class hours. Prerequisite: Permission of Department

ATP 158  Engine Repair - Automotive Theory  3 Credits
Instruction in the 4-stroke theory and practical procedures necessary to diagnose and repair automotive type gasoline engines. Includes diagnosis, component inspection, proper disassembly and reassembly procedures, and critical engine measurements. Three class hours. Prerequisite: Permission of Department

ATP 159  Heating and Air Conditioning - Automotive Theory  3 Credits
Theory related instruction and demonstration of testing and repair procedures covering automotive heating and air conditioning systems. This course provides theory for R-12 and R-134a systems. Two class hours. Prerequisite: Permission of Department

ATP 160  Automotive Parts and Service Department Management  3 Credits
An overview of automotive parts and service department management policies and procedures, and the responsibilities of the managers of each department. This course includes customer relations and employee motivation. Three class hours.

ATP 162  Engine Performance - Automotive Theory  3 Credits
The theory, operation and diagnosis of computerized engine controls and fuel systems. Three class hours. Prerequisite: Permission of Department

ATP 171-174 Work Experience  2 Credits
This is a 15-week co-op mechanical repair work experience for Automotive Technology students. ATP 100 can be substituted for one co-op.

Biology

BIO 114  Natural History of Greater Rochester  3 Credits
Teaches the basic biological concepts through an experience-based approach. Field trips will be held at local sites of geological and biological interest. Topics covered will include: identification of woody plants, wildflowers, insects, birds and mushrooms; the ecology of fields, woods and wetlands; and bedrock and glacial geology. Two class hours, two laboratory hours.

BIO 116  Introduction to Environmental Science  3 Credits
A course which deals with biological aspects of humans and their impact on the environment. Students will study ecological principles that govern the world and will examine current environmental problems and issues. They will develop a greater awareness of global interdependence and the role of individuals in affecting environmental issues. This course is designed for the career or non-science student. Two class hours, two laboratory hours. (SUNY-NS)

BIO 117  Basic Consumer Nutrition  3 Credits
A lecture course that will present information on nutrients and their use by the body. Topics include digestion, usage of nutrients, consequences of nutrient deficiencies or oxesses, energy production and analysis of individual diets. Current research is integrated into the course. Depending on program requirements, this course can meet both Food Service (FSA 117) or Natural Science (BIO 117) elective or course requirement. A student may earn credit for BIO 117 or FSA 117, but cannot earn credit for both courses because they are equivalent courses. Three class hours.

BIO 118  Practical Botany  3 Credits
A basic course emphasizing the significance and use of plants. Studies include simplified plant anatomy and physiology, propagation, cultivation and use of plants for food, landscaping and other purposes. This course is designed for the career or non-science student. Two class hours, two laboratory hours.

BIO 120  Essentials of Life Science  4 Credits
An introduction to selected principles of the biological sciences explored through current topics in biology. Areas of study will include the organization of life, cell structure and function, DNA structure and heredity, biodiversity, evolution, and ecology. This course is designed for the career or non-science student. Three class hours, two laboratory hours. (SUNY-NS)
BIO 132  Laboratory to Accompany Human Biology  1 Credit
Laboratory exercises in human anatomy and physiology to supplement BIO 133 class lectures and text information. Bio 132 is a late start, 10 week course that has 3 lab hours per week. NOTE: This course only meets SUNY General Education Natural Science requirements when both BIO 132 and BIO 133 are successfully completed. [SUNY-NS]
Prerequisite or corequisite: BIO 133.

BIO 133  Human Biology  3 Credits
A study of the structure and function of the human body. The cause and effects of certain diseases are also included. The course is designed for the career or non-science student. NOTE: Students who successfully complete BIO 133 may, with the addition of BIO 132, complete the requirement for SUNY Natural Science General Education. BIO 132 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both BIO 132 and BIO 133 are successfully completed. Three class hours in lecture/laboratory demonstration formats.

BIO 134  Human Anatomy and Physiology I  3 Credits
The study of the structure and function of cells (including metabolism), tissues, integument, and musculoskeletal, nervous, and sensory systems. Designed for students enrolled in the Dental Hygiene, Health Information Management, and Physical Education programs. Also open to interested Liberal Arts students with some biology background. Two class hours and three laboratory hours.
Prerequisite: High school biology with a grade of C or better, or any Biology course numbered 120 or higher with a grade of C- or better, or permission of instructor.

BIO 135  Human Anatomy and Physiology II  3 Credits
A continuation of BIO 134. Includes the study of the structure and function of the endocrine, cardiovascular, lymphatic, immune, digestive, urinary, and reproductive systems. Two class hours and three laboratory hours. [SUNY-NS]
Prerequisite: BIO 134, or permission of instructor.

BIO 136  Introductory Forensic Science  4 Credits
This is an introductory natural science course designed for the non-science, primarily criminal justice, major. The course will cover those biological and chemical fundamentals necessary for the student to understand 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 typing will be included. The laboratory will include demonstrations and hands-on activities of methods used to study chemical and biological evidence. This course complements the existing CRJ 209 course which emphasizes the investigative procedures involved at the crime scene. Three lecture hours, three laboratory hours. [SUNY-NS]
Prerequisite or corequisite: MTH 098 or equivalent.

BIO 137  Biology of HIV and AIDS Infection  3 Credits
A lecture/seminar course dealing with the biological aspects of HIV infection and the AIDS epidemic. Topics will include an introduction to cell functions, viral mechanisms, the immune system, transmission, treatment and epidemiology of HIV. Class participation and evaluation of public sources of information will be emphasized. Three class hours.
Prerequisite: Successful completion of any BIO course numbered 120 or higher, or permission of instructor.

BIO 139  Growth and Aging: The Biology of Human Development  4 Credits
Biological aspects of growth, development and aging in the human organism from conception through death. Topics include embryology, pregnancy, childhood, adolescence, maturity, and the aged. A functional overview of the ten body systems and a brief description of the most common pathologies of each. Three class hours, two laboratory hours.
Prerequisite: BIO 133 or permission of instructor.

BIO 142  Human Anatomy  4 Credits
The detailed study of the human organism at the tissue and organ system levels. The relationship between structure and function is covered with emphasis on structural relationships. Laboratory study includes microscope work along with substantial organ and animal dissection. The course is designed for students in Nursing, Radiologic Technology, Massage Therapy, and other health related programs. Two class hours, one conference hour, three laboratory hours.
Prerequisites: High school biology with a grade of C or higher, or any of the following with a grade of C- or higher: BIO 120, both BIO 132 and BIO 133, or permission of instructor.

BIO 143  Human Physiology  4 Credits
An introduction to the major concepts of physiology as applied to the human organism. An integrated study of human physiology from the cellular to the system level with an emphasis on feedback systems. Laboratory work includes student and demonstration experiments designed to illustrate normal function and physiologic responses to specific stresses. The course is designed for students in Nursing, Radiologic Technology, Massage Therapy, and other health related programs. Two class hours, one conference hour, three laboratory hours. [SUNY-NS]
Prerequisites: BIO 142 and one of the following: high school chemistry or CHE 100 or CHE 124 or permission of instructor.

BIO 150  Introduction to Biological Evolution  3 Credits
Introduction to the basic principles and concepts of the theory of evolution. Topics will include natural selection and other forces driving evolution, speciation, evolutionary genetics, hominid evolution, and major lines of evidence supporting the theory of evolution. Three class hours.

BIO 155  General Biology I  4 Credits
Principles of biology with an emphasis on cellular structure and function, and organic evolution. Topics will include cellular metabolism, molecular genetics, gene expression, Mendelian genetics, natural selection and speciation. The laboratory features activities and experiments that reinforce the concepts presented in lecture. This course is the first in a two-semester sequence in introductory biology for science majors or science-interested students. This course may also fulfill a natural science elective for science-interested students. Two class hours, one conference hour, three laboratory hours. WR [SUNY-NS]
Prerequisite: High school biology with a grade of B or better, or BIO 120 with a grade of C or better, and high school chemistry with a grade of C or better, or any college chemistry course with a grade of C or better, or permission of instructor.

BIO 156  General Biology II  4 Credits
Principles of biology with an emphasis on the diversity of life, the structure and function of plants and animals, and general ecological principles. The laboratory features activities and experiments that reinforce the concepts presented in lecture. This course is the second in a two-semester sequence in introductory biology for science majors or science-interested students. This course may also fulfill a natural science elective for science-interested students. Two class hours, one conference hour, three laboratory hours. WR
Prerequisite: BIO 155 with a grade of C- or higher.

BIO 170  Marine Life  3 Credits
An introduction to the biology of marine plants and animals using selected groups of marine organisms to develop an understanding of how biological principles and processes apply to life in the sea. The ecology, evolution, behavior and physiology of selected groups will be discussed. Three class hours in lecture/ demonstration formats.
Prerequisite: Successful completion of any BIO course numbered 120 or higher, or permission of instructor.

BIO 195  Field Studies in Biology Variable Credit
This course is designed for students who wish to study a particular natural habitat or environment in a focused, hands-on, field setting. The majority of course work is completed in the field at a local or distant location depending upon the title and focus of the course for a given semester. Students will conduct field observations, record data, participate in and design field experiments
and construct a field notebook detailing all aspects of their field experience. Credit hours are variable depending upon the field experience offered. Additional fees for travel, lodging, food, and other field expenses may apply.

Prerequisite: One Biology lab course preferred. Permission of instructor required.

BIO 202 Microbiology 4 Credits
A one term course for health professionals. A brief introduction to principles of general microbiology with major emphasis on control of microorganisms by physical and chemical processes. Medical microbiology including pathogenicity and epidemiology of infectious diseases, and immunology. Three class hours, two laboratory hours.

Prerequisites: BIO 134 or BIO 143 or BIO 156 or permission of instructor.

BIO 209 General Microbiology 4 Credits
A survey of microorganisms: bacteria, viruses, rickettsia, protozoa, algae and fungi. Major emphasis is placed upon bacteria: classification, genetics, ecology, morphology, physiology, physical and chemical control and economic importance. An introduction to applications of microbiology to food and water analysis, industry and medicine, including principles of immunology and transmission of infectious diseases. This course is designed for the Liberal Arts or science-interested student. Three class hours, three laboratory hours.

Prerequisites: BIO 156 as prerequisite or corequisite, and CHE 145 or CHE 151 with a grade of C- or better, or permission of instructor. Students who have completed BIO 156 with a grade below C- are advised to repeat BIO 156 before attempting BIO 209.

BIO 217 Nutrition 3 Credits
The study of nutrients needed for healthy functioning of human beings and the biochemical functions of these nutrients in the body. The nutrient content of foods and its application to meal planning. Special nutritional needs of infants, pregnant women, nursing mothers and the elderly. The course is designed for students in Nursing, Dental Hygiene, Radiologic Technology, and other Health Related Programs. Three class hours.

Prerequisite: BIO 135 or BIO 143 or permission of instructor.

BIO 221 Principles of Biochemistry 4 Credits
A study of the major chemical constituents of cells including proteins, carbohydrates, lipids and nucleic acids. Structure and function will be emphasized. Enzyme kinetics, regulation of enzyme activity, and metabolic pathways will also be covered. Labs include buffer preparation, protein and enzyme assays, lipid analysis, and the isolation and characterization of enzymes and nucleic acids. Fall semester only. Three class hours, three laboratory hours.

Prerequisites: BIO 156 with a grade of C- or better, and CHE 151 with a grade of C- or better, or permission of instructor.

BIO 225 Bioanalytical Techniques I 4 Credits
An introduction to the principles and methods of analytical techniques as they relate to quantitative measures of determination. Laboratory experiments include instruction in the use of balances and volumetric, spectrophotometric analysis, and a variety of titrimetric methods. Fall semester only. Three class hours, three laboratory hours.

Prerequisite: CHE 151 or permission of instructor.

BIO 226 Bioanalytical Techniques II 4 Credits
An in-depth study of the theory and practice of separation techniques that would be employed in the isolation and purification of biomolecules such as proteins, enzymes, and nucleic acids. Laboratory experiments involve immunology, chromatography, electrophoresis, and blotting techniques (western and southern blots). Spring semester only. Three class hours, three laboratory hours.

Prerequisite: BIO 156 with a grade of C- or better or BIO 225, or permission of instructor.

BIO 227 Biotechnology Seminar 1 Credit
A discussion based capstone course that will integrate the topics and concepts of the Biotechnology Program. Emphasis will be on applications of biotechnology, current issues, societal/ethical concerns, and laboratory management. One class hour.

Corequisite: BIO 226

BIO 230 Molecular Genetics 4 Credits
A study of the transmission of genetic information with emphasis on the structure and function of nucleic acids. The genetics of prokaryotes, eukaryotes and viruses will be covered. The molecular basis of replication, repair, recombination, and gene expression will also be examined. Lab experiments introduce a variety of molecular biology techniques such as replica plating, bacterial conjugation and transformation, the isolation and restriction enzyme cleavage of plasmid DNA, and restriction mapping. Spring semester only. Three class hours, three laboratory hours.

Prerequisites: BIO 156 with a grade of C- or better and CHE 151 with a grade of C- or better, or permission of instructor.

BIO 231 Kinesiology 3 Credits
The study of human motion. Study of the skeletal and muscular anatomy which produces movement in sports activities and everyday living, including analysis of joint action and muscle roles in movements. The application of Newtonian mechanics to force generation, movement, speed, and power development. Course includes application of the following principles to body motion: scalar and vector quantities, inertia, momentum and acceleration, leverage and center of gravity. This course is designed for Massage Therapy students and other Liberal Arts students. Two class hours, two laboratory hours.

Prerequisite: BIO 134 or 142 with a grade of C or better, or permission of instructor.

BIO 232 Bioanalytical Techniques III 4 Credits
A study of immunoassays, immunodetection, and the general use of enzymes in research and diagnosis. Fall semester only. Three class hours, three laboratory hours.

Prerequisite: CHE 151 or permission of instructor.

BIO 233 Biotechnology Seminar II 1 Credit
A seminar course concerned with current problems in biological research. (Possible topics: Evolution, Human Genetics, Behavior, Pollution, Current Research). Laboratory experiences will be included. Sessions could consist of readings, short journal reports, laboratory experiments, and outside speakers. One, two, or three class hours. Variable Credit.

Prerequisite: Permission of department.

BIO 235 Pathophysiology 3 Credits
An introductory course for students in health related disciplines designed to facilitate further learning in their areas of specialization and promote effective interactions as members of the health care team. The course provides an overview of human diseases, their frequency, significance, diagnosis and treatment. The course moves from basic pathological processes to diseases by organs or organ systems to multiple system diseases and associated processes. Three class hours.

Prerequisites: BIO 129, or BIO 143, or permission of instructor.

BIO 242 Human Dissection 1 Credit
For students in programs leading to a degree in an allied health field. Careful dissection of the human body by students under faculty supervision will be used to reinforce and enrich the student’s study of anatomy. Students gain experience in making educated decisions concerning the dissection, as well as in dissection technique and identification of human anatomical structures. Three laboratory hours.

Prerequisite: BIO 142 and permission of the instructor.

BIO 243 Myology 4 Credits
A lecture/laboratory course focusing on an in-depth look at the structure and function of skeletal muscle. Lecture topics include muscle physiology, strength adaptations, and muscle injury and disease. Laboratories include a thorough examination of muscles of the trunk, shoulder, elbow, wrist, hand, hip, knee, ankle, and foot. Discussions include origin, insertion, function and palpation. Two class hours, one conference hour, three laboratory hours.

Prerequisites: BIO 142 and BIO 143 with a minimum grade of C or permission of instructor.

BIO 244 Neuropathology 1 Credit
This course provides an overview of the nervous system and a detailed look at pathologies related to the nervous system. Topics covered in this course will include a review of normal structure and function of the human nervous system, chronic degenerative, infectious and psychiatric disorders of the nervous system, and injuries to the nervous system. One class hour. Fall Semester only.

Prerequisite: BIO 143
BIO 252 Topics in Biology Seminar 1 Credit
A discussion based seminar course that will integrate and apply biological concepts. Emphasis will be on discussing current scientific issues, library/internet instruction and research, student presentations, and developing technology and teamwork skills. One class hour. Prerequisite: BIO 156 with a grade of C- or better, or permission of instructor.

BIO 253 Topics in Biology without Laboratory Variable Credit
A seminar course concerned with current problems in biological research (possible topics may include evolution, human genetics, behavior, pollution, current research). Sessions could consist of readings, short journal reports, and outside speakers. One, two, or three class hours. Variable Credit. Prerequisite: Permission of the department.

BIO 260 General Ecology 4 Credits
An introduction to the interactions between living organisms and their physical, chemical and biological environment. Several levels of ecological organization are examined. These include the study of different types of populations, communities and ecosystems. Topics include population structure and growth, species interaction, energy flow, nutrient cycling, succession, and applications to current environmental management issues. Students perform ecological experiments in the field as well as in the laboratory. Two class hours, one conference hour, three laboratory hours. Prerequisite: BIO 155 with a grade of C- or better, or permission of instructor.

BIO 265 Vertebrate Zoology 4 Credits
A study of vertebrate structure, function and evolution. Relationships between the structural and functional adaptations of the different vertebrate groups and their environment are examined. The laboratory features dissections and experiments that illustrate these adaptations in both aquatic and terrestrial vertebrates. Two class hours, one conference hour, three laboratory hours. Prerequisite: BIO 156 with a grade of C- or better, or permission of instructor.

BIO 266 Biology of Vascular Plants 4 Credits
This course covers major groups of living vascular plants, evolutionary origins of plants and their phylogenetic relationships. Includes anatomy, physiology, and reproductive patterns. This course is designed for science majors and students interested in plant science. Two class hours, one conference hour, three laboratory hours. Prerequisite: BIO 156 with a grade of C- or better, or permission of instructor.

BIO 290 Independent Study Variable Credit
See the Department Chairperson for more information on Independent Study courses. Students with religious objections to handling animal materials should contact the Biology Department Chairperson prior to the start of classes to discuss alternatives available for lab courses that use these materials.

BUS 104 Introduction to Business 3 Credits
An introductory study of business including organizational forms, the function of production, finance, marketing and human resources. Additional topics will be environmental factors which impact business such as government business ethics and current business issues. Three class hours.

BUS 105 Entrepreneurial Studies I 3 Credits
First of two small business courses designed for those interested in learning how to start and manage a small business. It begins by defining and explaining the nature of small business in today’s economy and entrepreneurs in the context of the free enterprise system. The topics include small business opportunities, legal forms of ownership, franchising, starting a new venture, sources of financing, developing marketing strategies and human resource management. Students will also learn the key components of a business plan, review case studies, and undertake a major project. Three class hours.

BUS 106 Supervising for the 21st Century 3 Credits
This course is designed to teach supervisors the concepts and skills they need to manage work and lead people in a diverse workforce. Its emphasis is on planning, problem-solving, communication, decision making, and employee motivation skills through the practical application of these concepts. It includes practice in hiring, training, performance appraisal, meetings, time management, and compliance with government regulations for equal opportunity, safety, and health.

BUS 107 Human Resources Management 3 Credits
This course is a study of the theories and practices that are used in the organization and management of profit and non-profit business and institutions. Topics will include planning, decision making, organizing, staffing, leading and controlling. Three class hours. Prerequisite: BUS 104 with a grade of C or higher.

BUS 108 Organizational Behavior 3 Credits
Organizational behavior provides a conceptual and experiential basis for motivating and coordinating people to manage change in organizations. This course is intended for those who want to develop the tools for understanding, analyzing and changing the work behaviors of individuals and groups in an increasingly diverse workforce. It will use a combination of exercises, self-assessment techniques, cases and role plays to develop insights that facilitate self-knowledge and teamwork in a dynamic global environment. Three class hours.

BUS 201 Business Law I 3 Credits
A study of legal principles applied to business transactions. Topics covered include: contracts, criminal law and business, business torts, tort suits, and commercial paper. This course is for A.S. students in Business Administration and A.S. students in International Business. Three class hours.

BUS 202 Business Law II 3 Credits
A continuation of BUS 201 of the study of legal principles applied to business transactions. Topics covered include: corporations, limited liability companies, partnerships, franchise, bankruptcy, real property, personal property, sales, and secured transactions. Three class hours.

BUS 204 Management: Theory and Practice 3 Credits
A study of the theories and practices that are used in the development and implementation of an effective Human Resources/Personnel Management program. The course includes a discussion of employment, training, compensation, labor relations, health and safety and federal laws governing human resource management. Three class hours.

BUS 207 Entrepreneurial Studies II 3 Credits
Second of two courses designed for those interested in learning how to start and manage a small business. It builds on the preceding course concerning the establishment of the small business and deals with management of the on-going venture. This course takes
a functional approach to managing the small business through a discussion of more advanced topics including entrepreneurial characteristics, financial planning and control, business operations, risk management, regulations, business valuation and succession issues, and other current topics. Students will develop a business plan. Three class hours. This course will be offered during the Spring semester only during the evening. Prerequisite: BUS 110 with a grade of C or higher, or permission of the instructor.

**BUS 225 MCC Business Collaborative** 4 Credits

An upper level, experiential business course that will provide a select group of learners hands-on experience at Rochester area businesses. The course will include on-site presentations from business executives, work on actual company projects, and classroom discussions of real business issues and challenges. The class is presented in a hybrid format. Four credit hours. Prerequisite: 15 hours of Business electives, including BUS 104 and permission of instructor.

**BUS 250 International Management and Marketing** 3 Credits

This seminar has been designed to provide students with an opportunity to develop knowledge and understanding of the processes, procedures and challenges that arise in conducting business across national borders. Representatives from business or government involved in international trade will be invited to present information and conduct a discussion in various areas of international business expertise. This course is intended for students who are in the last semester of the degree program. Spring semester only. Three class hours. Prerequisites: BUS 104, MAR 290, ECO 111, ECO 112, ACC 101, ENG 101. Three credits of foreign language, SOC 150 and GEG 211 or permission of instructor. SOC 150 and GEG 211 can be taken concurrently. Students in business programs other than International Business are not required to have the foreign language, SOC 150 and GEG 211 prerequisites for this course. Please contact the course instructor or department chair before registering for the course to discuss course expectations.

**BUS 275 Business Cooperative Education** 4 Credits

This cooperative education course is limited to students enrolled in Business AAS degree programs. Students who work or desire to work either full time or part time at jobs related to their college major (AAS Business Administration-management, marketing, entrepreneurship and AAS Accounting) are eligible for this course. Students take a career-related classroom seminar for two hours each week while working a minimum of 225 hours during the semester at a job in the area of business administration. Successful completion of the seminar and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. This will be one of the last business courses that a student will take. The classroom seminar and work experience will provide a practical application of the student’s academic experiences and tie the skills and competencies that the student has learned to a work experience. This course will assess the student’s understanding and command of academic learning in the degree program and gauge how well the student is prepared for the work force in their specific track (management, marketing, entrepreneurial studies). MAR 101 is NOT required for Accounting A.A.S. degree program students. Offered in the Fall and Spring Semesters. Prerequisites: 30 credits or more with a cumulative 2.0 GPA and the following courses: ACC 130 (OR ACC 101), CIS 121, ENG 101, ECO 101 (or ECO 111), BUS 104, MAR 290 (NOT required for Accounting A.A.S degree), and review and approval of coop job placement by the Office of Experiential and Adult Learning.

**BUS 290 Independent Study** Variable Credit

See the Department Chairperson.

### Chemistry

**CHE 100 Preparatory Chemistry** 4 Credits

This course meets the pre-admission chemistry requirement for selected health related programs. It is also recommended to students with limited mathematics and/or science background who plan to take higher level chemistry courses such as [CHE 121] CHE 124 or 145. Topics include dimensional analysis, atomic structure, nomenclature, bonding, reactions, chemical calculations, periodicity, states of matter, solutions, acids, bases, and the pH concept. Three class hours, three laboratory hours. [SUNY-NS] Prerequisite: High school algebra or MTH 098.

**CHE 110 The Chemistry of Indulgence** 3 Credits

Designed for non-science majors, this course does not require a background in chemistry or math. This class provides an integrated laboratory/lecture experience as students explore various principles of chemistry using everyday contexts such as food. Two class hours, two laboratory hours. [SUNY-NS]

**CHE 124 General, Organic, and Biochemistry** 4 Credits

An introduction to the principles of general, organic, and biological chemistry that are relevant to students enrolled in health sciences career programs. In the classroom, students will apply these principles to discover their relevance to human/environmental health issues. In the laboratory, students will use the scientific method to explore and evaluate chemical phenomena that are based on these principles. Topics include measurement, atomic and molecular structure, chemical bonding, reactions, equilibrium, gases, liquids, solids, solutions, acid-based chemistry, nuclear chemistry, physical and chemical properties of organic compounds, biomolecules, carbohydrates, lipids, proteins, nucleic acids, and metabolism. This course is intended for the non-science major and can be used for Natural Science elective credit in many programs of study. Three class hours, three laboratory hours. [SUNY-NS] Prerequisite: CHE 100 or high school chemistry with a grade of C or better and MTH 098 or high school Algebra with a grade of C or better.

**CHE 136 Introductory Forensic Science** 4 Credits

This is an introductory natural science course designed for the non-science, primarily criminal justice, major. The course will cover those biological and chemical fundamentals necessary for the student to understand topics of instrumentation and techniques employed in a crime laboratory. Topics such as atomic theory, chemical bonding, chromatography, hair and fiber examination, blood and drug analysis, toxicology, and DNA typing will be included. The laboratory will include demonstrations and hands-on activities of methods used to study chemical and biological evidence. This course complements the existing CRJ 209 course which emphasizes the investigative procedures involved at the crime scene. Three lecture hours, three laboratory hours. (SUNY-NS)

**CHE 145 Preparation for General College Chemistry** 4 Credits

This course should be taken prior to CHE 151 by students who fall into one of the following categories provided they have adequate mathematics preparation (see prerequisite and recommendation below): (a) students with no previous background in chemistry, (b) students with an average or below average background in high school chemistry, or (c) students in need of a review of basic chemical problem solving skills. Topics include problem solving using the factor-label method, dimensional analysis, linear relationships, graphing, and significant figures; the atomic mass system and the mole concept; chemical formulae and inorganic nomenclature; basic chemical reactions, balancing equations, reaction stoichiometry, and limiting reagent problems; atomic structure and the principles of chemical bonding; solution concentrations and stoichiometry. Three class hours, three laboratory hours. (SUNY-NS) Prerequisite: MTH 098 or equivalent.

**CHE 151 General College Chemistry I** 4 Credits

This is the first semester of college chemistry and is appropriate for students interested in pursuing further studies in science or engineering. It is a mathematical approach to the principles of chemistry and assumes that students have had an above average preparation in chemistry. Topics include a brief review of problem solving using dimensional analysis, graphing, and significant figures; chemical stoichiometry; gas laws; thermodynamics; an in-depth treatment of atomic structure, periodicity, and chemical bonding; phase
Civil and Construction Technology

### CHE 152 General College Chemistry II
4 Credits
A continuation of CHE 151. Topics include: solution concentrations and properties; chemical kinetics; gas and solution phase chemical equilibrium including solubility; acids; and bases; thermodynamics; electrochemistry. Three class hours, three laboratory hours. Prerequisite: CHE 151 with a minimum grade of C-.

### CHE 251 Organic Chemistry I
5 Credits
A modern treatment of organic chemistry which integrates fact and theory. The study of structure and its relation to properties, reactions, and reaction mechanisms is emphasized. Both aliphatic and aromatic compounds are studied in the first semester along with an introduction to stereochemistry and conformational analysis. The laboratory experiences include syntheses of a variety of organic compounds with an emphasis on basic laboratory techniques. The fundamental techniques of infrared spectroscopy and gas chromatography are also introduced. Fall semester only. Three class hours, four laboratory hours. Prerequisite: CHE 152 with a grade of C- or higher.

### CIT 122 Construction I: Elements of Building Construction
3 Credits
The study of the materials, methods and techniques used in building construction projects. The course will cover the construction process from idea conception to project closeout, including building and material codes, materials and methods, material quantity surveys, and construction procedures. Spring semester only. Three class hours, two laboratory hours.

### CIT 123 Construction II: Heavy, Highway and Site Construction
4 Credits
The study of the materials, methods and techniques used in construction projects. The primary emphasis is construction equipment selection, production calculations, and material handling. Topics include site layout, aggregates and soils classifications, earthmoving basics, cranes and lifting equipment, concrete and asphalt production and paving. The study of the methods and techniques used in blueprint reading for heavy, highway, and site construction. The laboratory will cover the use of construction drawings, scales, orthographic views, symbols, sections, and graphical interpretation, specific to the heavy and highway construction industry to include topographic maps, profiles, engineering scales, and cross sections. Three class hours, two laboratory hours. Prerequisite: CIT 122 or permission of instructor.

### CIT 201 Surveying
4 Credits
An introduction to plane surveying techniques, including distance measurement, note keeping, leveling, angle measurement, care and use of instruments, traversing, stadia, topographic surveys, and mapping. Three class hours, three laboratory hours. Prerequisite/corequisite: MTH 135

### CIT 202 Route Surveying
4 Credits
Horizontal and vertical curves, spirals, sight distance, staking out a highway. Earthwork including cross-sections, areas, volumes, borrow pits. Spring semester only. Three class hours, three laboratory hours. Prerequisite: CIT 101.

### CIT 204 Strength of Materials
3 Credits
Study of stress, strain, bolted, riveted and welded joints, centroids, shear, moments, designing of beams and columns. Demonstrations by instructor and some tests performed by students on various materials such as steel, timber, cast iron and aluminum. Fall semester only. Two class hours, two laboratory hours. Prerequisite: MET 203

### CIT 205 Structural Design
4 Credits
Design, investigation, and crafting of elementary reinforced concrete and structural steel members including rectangular beams, T-beams, columns, foundations, retaining walls, prestressed concrete, steel plate girders and columns, welded and bolted connections. Spring semester only. Three class hours, three laboratory hours. Prerequisite: CIT 204.

### CIT 206 Soil and Concrete Testing
4 Credits
The study and laboratory testing of soils and concrete. Topics include the nature of soils, soil testing, plain concrete, asphalt concrete, and aggregates. The laboratory covers field and lab tests including soil and aggregate graduation, specific gravity, soil compaction, soil liquid limit and plastic limit, soils shear, concrete proportioning, slump, air content, compression testing and inspection. Three class hour, three laboratory hours.

### CIT 210 Highway Technology
3 Credits
Fundamental principles and processes in the practice of highway engineering. Study of highway structure, materials of construction, and methods of construction and maintenance. Spring semester only. Three class hours.

### CIT 217 Construction Management
4 Credits
An introduction to basic construction management and organization. Topics include project organization, staffing, labor relations, planning, critical path scheduling, integrated job cost control, production control, and job site safety. Three class hours, one conference hour. Prerequisites: CIT 221, 232

### CIT 211 Cost Estimating
3 Credits
An introduction to cost estimating of a construction project. Topics include generating preliminary cost estimates from early phase design drawings and specifications, and estimating techniques used to prepare a final bid for a project, including quantity take offs, material pricing, and labor costs. Three class hours.
Students will learn about MCC's resources, activities and rich cultural diversity. Throughout the course, students will use critical thinking skills to make informed choices, to understand their responsibilities for academic success, and to become independent, motivated learners.

A student who has earned a passing grade for COS 133 cannot later earn credit for COS 101. For information contact the COS Coordinator, Diane Fitton, at ext. 2355.

Communication

COM 101 Introduction to Mass Media 3 Credits
An introduction to communication theory and practice, the history of mass media, and an examination of the business of the American mass media. Additional topics will include media support industries, such as advertising and public relations. Three class hours. Fulfills the MCC requirement for a Humanities course.

COM 104 (see AAD 104)
COM 105 (see AAD 105)
COM 106 (see PHO 106)
COM 107 (see AAD 107)
COM 108 (see AAD 108)

COM 109 An Introduction to Public Relations 3 Credits
A survey of the roles and responsibilities of the public relations professional in private and public organizations. Examination of the importance of the audience and audience research in public relations program planning, how public relations differs from advertising and the use of traditional publicity tools like press releases and press kits to reach targeted audiences. Exploration of the use of the Internet to reach key stakeholders and its use as a distribution channel for publicity. Recognition of the importance of ethics, integrity and relationship building as a cornerstone of public relations. Three class hours.

COM 110 (see COM 131)
COM 112 (see AAD 112)
COM 113 (see PHO 113)

COM 115 Computer Generated Images 3 Credits
This course presents introductory hands-on experiences in exploring the potential of multimedia computer software, special graphic effects and computer imaging techniques as a creative medium. The focus of the course is on exploring how computers and traditional photographic and video technologies are coming together as tools for creating unique graphic images. Three class hours.

COM 120 Media Literacy 3 Credits
An introduction to the critical consumption of media. This course will focus on the ability to access, analyze, evaluate and communicate the process of creating and interpreting media in a variety of forms. Three class hours. Fulfills the MCC requirement for a Humanities course. (SUNY-A)

COM 130 Media Writing 3 Credits
Media writing explores the different styles of writing for print media, broadcast media, the Web, advertising copy, and public relations materials. Students will learn how to gather information, write for specific audiences, and check for accuracy. This course will also discuss the legal implications of writing for the media. Three class hours. Offered both Fall and Spring semesters. Fulfills the MCC requirement for a Humanities course.

Prerequisite: ENG 101 or ENG 200

COM 131 (formerly COM 110) Print Journalism 3 Credits
An overview of journalism principles and practices. Includes discussion and interpretation of what is news, news reporting today, and team reporting. Hands-on experience in a computer-based classroom in conducting interviews, finding sources, preparing news stories, news and feature leads, and obituaries. Emphasis on writing and editing balanced, accurate news stories on deadline. Introduction to beat reporting, feature writing, and writing for the web. Fulfills the requirements for a Humanities elective. Three class hours.

Prerequisite: ENG 101 or ENG 200

COM 135 (see PHO 135)

COM 141 Introduction to Radio and Television 3 Credits
A study of the history of radio, television and video, and their relationship to other mass media. The course will consider production formats, station operation and management, governmental regulations, and programming options and trends, with a survey of the journalistic and performance skills necessary to quality production. Three class hours.

COM 142 Broadcast Performance 3 Credits
Practice in devising and participating in various kinds of radio and television performances, including news, sports, commercials, promotional announcements, and interviews. Two class hours, two laboratory hours.

COM 150 Video Production 3 Credits
A combination lecture/lab course designed to introduce students to producing video presentations in electronic field production (EFP). Emphasis is placed on the use of portable video equipment, lighting, audio and videographic skills. Students will be required to purchase appropriate digital media. Two class hours, two lab hours.
COM 151  Journalism II  3 Credits
An advanced course in journalistic writing and editing, including readings, discussions and workshops in the theories and practices of journalism. Three class hours.
Prerequisite: COM 110 or permission of instructor.

COM 160  (see AAD 160)

COM 164  (see AAD 165)

COM 165  (see AAD 165)

COM 167  Design for On-Line Publishing  3 Credits
Students will be introduced to designing for web-based publishing. Students will learn the basics of HTML (Hypertext Markup Language), as well as a text editor program designed around HTML and used in World Wide Web documents. Emphasis will be in creating hypertext pages that are functional, using embedded graphics that are effective and visually appealing. As a final project, students will construct their own web pages. Two class hours, two laboratory hours.
Prerequisites: All first semester electronic publishing courses, or permission of instructor.

COM 202  Techniques of Television I+  3 Credits
Introduction to the basic aspects of technical and production techniques of television and related audio systems used in the medium. Emphasis will be placed on theory and use of television equipment, direction, lighting, television graphics, scripting, basic engineering, distribution systems, and studio personnel. In addition to the student-produced and directed assignments, members of the class will participate in production crews. Students will be required to purchase one VHS-120 videotape cassette. Two class hours, two laboratory hours.

COM 203  Animation and Special Effects  3 Credits
Study of media production techniques for film and video. Students will explore the creative aspects of video camcorders capable of capturing stop motion animations and the use of computers to edit and create special visual effects. The course includes location shooting, digital editing, and animation techniques. Three class hours.

COM 204  Radio Production+  3 Credits
Introduction to techniques and equipment used in radio production. Students will learn control board operation, recording, editing, and preparation of messages appropriate to the medium of radio. Two class hours, three laboratory hours.

COM 205  (see AAD 205)

COM 211  Practicum in Media I  3 Credits
A course designed to allow students to complete significant experiences within their discipline of study, including communication, art, music, and interior design. Students will be expected to spend a minimum of six (6) hours per week in supervised contract learning situations. Students will work with the appropriate Visual and Performing Arts Department faculty member to identify, design, and complete contract learning opportunities.
Prerequisite: Permission of a VaPA Department faculty member.

COM 212  Techniques of Television II+  3 Credits
Advanced techniques in the technical and production aspects of television programming. Emphasis will be placed on studio and control room operation, engineering experience, program planning and organization production and direction of individual assignments. Experience and theory of video recording will be given. Principles of TV signal distribution will be discussed. Spring semester only. Two class hours, two laboratory hours.
Prerequisite: COM 202.

COM 213  (see PHO 213)

COM 220  Business Practices for Visual Media Artists and Producers  2 Credits
An introduction to the common business procedures required of independent artists and procedures of the visual media arts. Emphasis will be placed on the legal forms of business practice, internal business procedures, record keeping, copyrights, contracts and legal relationships, insurance, banking, taxes, marketing and the development of business plans as they relate to the artist-producer. Guest artists and producers and business professionals will share their experience and knowledge with the class. Two class hours.

COM 221  Practicum in Media II  6 Credits
A course designed to allow students to complete significant experiences within their discipline of study, including communication, art, music, and interior design. Students will be expected to spend a minimum of twelve (12) hours per week in supervised contract learning situations. Students will work with the appropriate Visual and Performing Arts Department faculty member to identify, design and complete contract learning opportunities.
Prerequisite: Permission of a VaPA Department faculty member.

COM 223  (see PHO 223)

COM 230  Scriptwriting  3 Credits
Review and practice of the requirements for writing professionally formatted scripts used in short and feature films. Emphasis will be placed on writing short-form scripts and analyzing and discussing long-form dramatic scripts. Three class hours.
Prerequisite: ENG 101 or ENG 200.

COM 250  (see AAD 250)

COM 260  (see AAD 260)

COM 261  Introduction to Multimedia  3 Credits
Provides an overview of multimedia, a relatively new field in which more traditional media (text, video, sound, graphics, photography, animation) can be combined in a single media event using the computer. Aspects of authoring, design and production including technical hardware and software considerations will be covered. Discussions of the use of multimedia in training, education, marketing and entertainment will be included. Three class hours.
Prerequisites: All first semester electronic publishing courses, or permission of instructor.

COM 262  Multimedia Authoring  3 Credits
Introduces the student to the basics of the authoring process involved in the creation of a multimedia event. From audience definition and concept to scripting and flowcharting, students will learn how to build the multimedia structure from the bottom up. How to plan and design linkages between content areas, and the appropriate interaction of visual and audio materials will be explored. Two class hours, two laboratory hours.

COM 263  Design for Interactive Multimedia  3 Credits
Introduces students to the basics of designing for interactive multimedia. User-interface design, transitions, interactive links between content areas and creating the overall look and feel of a project will be covered. Emphasis will be in the visual aspects of individual elements and how they work together as a means of creating an effective interactive multimedia project. Students work on their own projects which will be completed in the Multimedia Production lab. Two class hours, two laboratory hours.

COM 264  Digital Audio/Video I  3 Credits
An introduction to the use of the Macintosh computer as a tool in digital audio and video production. Through video and audio capture and editing, students will learn the role and importance of video and sound as elements in a multimedia event. Creation of Quicktime movies and original audio tracks to be used in multimedia will be emphasized. Three class hours.
COM 265 3D Modeling 3 Credits
Introduces the student to the basic principles of building three-dimensional objects and environments on a Macintosh computer. The concept of three-dimensional space and geometrical transformations will be covered, as well as specific modeling techniques such as extrusion, working with cross sections, and wireframe. The class will begin to create and test structures which will then be assembled into a prototype of their multimedia piece. Students will learn programming concepts, integration of audio and visual materials, interactive design and how to evaluate the product while it is still in a formative stage. Completion of an interactive multimedia piece will be required. Three class hours, five laboratory hours.
Prerequisites: All first semester desktop publishing courses and COM 262, or permission of instructor.

COM 266 Multimedia Production Studio 6 Credits
Expands on the stages of the multimedia authoring process that began in COM 262. Based on flowcharting, scripting, and storyboarding done in COM 262, teams will begin to create and test structures which will then be assembled into a prototype of their multimedia piece. Students will learn programming concepts, integration of audio and visual materials, interactive design and how to evaluate the product while it is still in a formative stage. Completion of an interactive multimedia piece will be required. Three class hours, five laboratory hours.
Prerequisites: All first semester electronic publishing courses and COM 262, or permission of instructor.

COM 267 Digital Audio/Video II 3 Credits
Students will be concentrating on advanced tools and techniques used to make high quality video clips and sound tracks. This will involve working with non-linear editing software such as Avid Xpress Pro. Real-time video editing, waveform sound editing and other methods of audio/video production will be stressed. Two class hour, two laboratory hours.
Prerequisite: COM 150 or permission of instructor.

COM 268 3D Animation 3 Credits
An introduction to the basic aspects of designing and producing three-dimensional animation on the Macintosh computer. Course proceeds from the assumption that students are already familiar with the basics of three-dimensional modeling on the Macintosh. Creation of storyboards for planning narrative sequences, camera moves, rendering techniques and thinking and working in time and space will all be explored. Students will be required to create a short animated piece in wireframe mode. Two class hours, two laboratory hours.
Prerequisites: All first semester electronic publishing courses and COM 266, or permission of instructor.

COM 270 Media and Society 3 Credits
An examination and analysis of American mass media and the forces that influence them. Emphasis will be placed upon basic legal principles, the role of government in attempting to regulate the media, and the media’s influence on our society. Three class hours. Fulfills the requirements for a Humanities course.
Prerequisites: COM 101

COM 290 Independent Study Variable Credit
See the Department Chairperson.
+Students are required to purchase their own supplies and materials.
++Students are required to purchase their own supplies, materials, and 35mm camera with adjustable f-stop and shutter speed.

Computer Information Systems

CIS 100 Digital Computers and Information Processing 3 Credits
An introductory course in digital computers and information processing concepts. Specific topics will include computer terminology, networks, e-mail, the Internet, numbering systems, algorithm and program development, pseudocode and flowcharting. Students will meet in a networked PC classroom for lab. Students will work with operating systems such as DOS and Windows and will be assigned projects to be completed outside of class and laboratory time. Successful completion of this course with a grade of C or better is required for further progress in Computer Degree Programs. Two class hours, two laboratory hours.
Prerequisite: MFH 104 with a grade of C or better, or Sequential Math III with a grade of C or better.

CIS 101 Programming for Information Systems 3 Credits
A first course in programming for the Computer Information Systems or Computer Technology students. Emphasis will be on analyzing a problem, designing a solution to the problem using pseudocode and/or flowcharts, and converting the solution into a computer program using an event-driven language such as Visual Basic. Programming topics include fundamentals of programming using objects and events, variables and data types, arithmetic expressions, input, output, built-in functions, general procedures with parameter passing, selection control structures, repetition control structures, arrays and array processing, and sequential file processing. Several major programming projects will be assigned to be completed outside of class and laboratory time. Two class hours, two laboratory hours.
Prerequisite: CIS 100 or (CPT 111 and CPT 112 and CPT 115), all with a grade of C or better.

CIS 110 Building and Maintaining the PC 3 Credits
This course will familiarize the student with the hardware and software of the Personal Computer. The student will assemble a PC, install an operating system, install application software, connect peripheral devices, and troubleshoot problems. The student will also learn number systems as related to memory, memory management, and operating system functions. Two class hours, two laboratory hours.
Prerequisites: CIS 100 or CSC 101, or (CPT 111 and CPT 112 and CPT 115), all with a grade of C or better.

CIS 121 Microsoft Office 4 Credits
Provides an in-depth hands-on introduction to the major software packages included in Microsoft Office: Word, Excel, Access, PowerPoint, and Outlook. Several major projects will be assigned to be completed outside of class time. Basic knowledge of the PC, keyboard, and mouse are required. Four class hours.

CIS 201 Introduction to Web Site Programming and Design 3 Credits
This course will provide the student with a solid background in programming and design concepts used in developing a web site. Topics include web overview, coding HTML, programming with JavaScript, design, implementation on a server, and use of web development software. Two class hours, two laboratory hours.
Prerequisite(s): A grade of C or better in either CSC 101 or CIS 101.

CIS 208 Visual Basic Programming 3 Credits
This course covers intermediate topics of VB.NET Object-Oriented Application Development programming. Topics include: An introduction to VB.NET, VB.NET objects and their properties, variables, constants, performing calculations, coding VB.NET selection control structures, coding visual basic repetition control structures, menus, sub procedures with parameter passing, multiple forms, arrays, control arrays, arrayLists, multi-dimensional arrays, database file processing, validation, error trapping, exception handling, basic SOL, and basic graphics. Students will create several projects that demonstrate their understanding of these topics. Two class hours and two lab hours.
Prerequisite: CIS 101 or CSC 101 with a grade of C or better.

CIS 209 Systems Analysis and Design 3 Credits
A study of the skills required to perform the role of systems analyst. Emphasis will be placed on developing these systems analyst skills as they apply to the designing, developing and implementing business application software that runs on large mainframe to client-server systems. Topics include: project management tools, sampling and investigating hard data, questionnaires, observations, prototyping, developing UML diagrams to graphically depict a system, developing process specifications, designing effective input and
output, developing an E-Commerce based business, database design with normalization, and designing effective user interfaces. Students are expected to work on a team project during the entire semester to develop and present a system proposal to the class. Two class hours and three lab hours. Prerequisite: CSC 101 or CIS 101 with a grade of C or better.

CIS 211 Applied Database Concepts 3 Credits
A sound introduction to database concepts with Microsoft Access. Emphasis will be on using Access to build and maintain relational databases. The student will create databases, queries, custom forms and reports, use macros and modules using the Visual Basic for Applications for programming language and SQL. Two class hours, two laboratory hours. Prerequisites: CSC 101 or CIS 101 with a grade of C or higher.

CIS 212 Introduction to Data Warehousing 3 Credits
This course focuses on the technical aspects of building a data warehouse. The topics covered will include the DSS life cycle, data warehouse architectures, system planning, warehouse requirements gathering, schema development, warehouse design, and user data access. Two class hours, two laboratory hours. Offered Fall, Spring and Summer Semesters. Prerequisite: CIS 211, or equivalent experience with modern database management programs.

CIS 213 Database Programming 3 Credits
This is a second course in database technology focusing on database programming. Topics will include the relational data model, Structured Query Language (SQL), Data Definition Language (DDL), Data Control Language (DCL), Data Manipulation Language (DML) commands, database programming, event triggers, stored procedures, query plans and query optimization techniques. Two class hours, two laboratory hours. Offered Fall, Spring and Summer Semesters. Prerequisite: CIS 211, or equivalent experience with modern database management programs.

CIS 221 Advanced JAVA Programming 3 Credits
A second course in Java programming focusing on advanced language features. Topics will include Object Oriented Analysis and Design (OOAD), methodologies, automatic documentation generation using JAVADOC, Graphical User Interface (GUI) development, threads, database programming using Java Database Connectivity (JDBC), network programming using sockets and Remote Method Invocation (RMI), N-tier programming using Common Request Broker Architecture (CORBA), object serialization and remote objects, and collections. Two class hours, two laboratory hours. Prerequisite(s): CSC 101 or CIS 223 with a grade of C or better.

CIS 225 Advanced JAVA Programming 3 Credits
A second course in Java programming focusing on advanced language features. Topics will include Object Oriented Analysis and Design (OOAD), methodologies, automatic documentation generation using JAVADOC, Graphical User Interface (GUI) development, threads, database programming using Java Database Connectivity (JDBC), network programming using sockets and Remote Method Invocation (RMI), N-tier programming using Common Request Broker Architecture (CORBA), object serialization and remote objects, and collections. Two class hours, two laboratory hours. Prerequisite(s): CSC 101 or CIS 223 with a grade of C or better.

CIS 290 Independent Study Variable Credit
See the Department Chairperson.

Computer Related Curricula

C E 279 Cooperative Education-Computer Related Curricula 4 Credits
Students who work or desire to work either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career related classroom seminar (2 hours per week on campus) while working at a job (225 hours per semester) in the area of Computer Related Curricula. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. Working an additional 225 hours (no seminar requirement) allows a student to earn two more credit hours for a total of six credit hours, the maximum possible on a Co-op program. (The Department Chair and the Co-op Director must approve a student’s working toward the additional two credits.) The Co-op Office located in 3-108 will assist in obtaining jobs. Present job may qualify. Prerequisite: 24 credit hours with a 2.0 average.

CRC 101 Practical Computer Literacy 3 Credits
This course is designed for persons with no experience using a computer. Focus will be on personal computers (PC) using the Microsoft Windows operating system, but other operating systems will be discussed. Upon successful completion of this course, students should be able to execute basic commands for creating, saving, deleting and locating files on a PC, prepare and print documents in Microsoft Word, design and set up a spreadsheet with basic functions and graphs using Microsoft Excel, identify major components of a computer system, operate a computer in a network environment, work with e-mail, use an Internet browser, communicate effectively with computer personnel, and understand and use appropriate terminology, especially as it relates to purchasing and operating a PC. This is a hands-on course. Several major projects will be assigned to be completed outside of class time. Students are not required to own a computer. Three class hours. Open to any student. Keyboarding skills are recommended.

CRC 110 Introduction to Web Design 1 Credit
Hands-on practice designing and writing HTML documents. Students will learn to create WEB pages for fun, education, and business. Students will also discover how to add tables, images, sound, video and forms to their WEB pages. Project required. BASIC KNOWLEDGE OF MICROSOFT WINDOWS INCLUDING FILE MANAGEMENT IS REQUIRED. One class hour.

CRC 111 Surfing the Internet 1 Credit
A hands-on introductory course on accessing the Internet using a browser program. Students will learn the history of the Internet and it’s impact on society. Students will be taught the basic tools of the World Wide Web for searching, uploading, and downloading. E-mail, newsgroups, and chat rooms will also be covered. Projects required. Basic knowledge of the PC, keyboard, mouse, and Windows are required. Five class hours per week for 3 weeks.

CRC 112 Introduction to Microsoft Windows 1 Credit
An introduction to the Windows operating system. Students will learn the basics of mouse functions, managing your computer’s desktop, opening programs, switching between windows, and file management. One class hour.

CRC 113 Introduction to Microsoft Excel 1 Credit
This course is designed to cover the main features of Excel and demonstrate the advantages of using a powerful electronic spreadsheet. This hands-on course will give the student an overview of creating and formatting worksheets, manipulating data, and designing charts. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.

CRC 115 Introduction to Microsoft Word 1 Credit
A word processing course designed to introduce Word. Students will learn how to create, modify, and print documents. This hands-on course includes specially prepared exercises that give practical experience in using Word’s tools. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.
An introduction to creating multimedia using Macromedia Flash MX software. In a "hands-on" computer environment using a guided approach, the student will learn to combine graphics, animation, and sound to create engaging web-based multimedia. 

Prerequisite: Basic knowledge of Microsoft Windows including file management required.

**CRC 121 Introduction to Macromedia Flash MX**
1 Credit

An introduction to database theory and practice using the features of Access. Students will learn to create and modify the database, design and create queries, and use forms and reports in a "hands-on" lab environment. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.

**CRC 116 Introduction to Microsoft Access**
1 Credit

An introduction to creating multimedia using the programming language called Alice. This is an introductory object-oriented course using animation. Alice enables you to create animation projects in a small virtual world using 3-dimensional models. Using the Alice programming language you can be a director of a movie, or creator of a video game where 3D objects in an on-screen virtual world move around according to the directions you provide. Basic knowledge of the personal computer, including file management, is required. It is assumed that all students have experience using personal computers, an electronic mail system, and the Internet. Three class hours. Offered Fall, Spring and Summer Semesters. 

Prerequisite: MTH 098 must be completed or up to Math Level B.

**CRC 122 Computer Animation Using Alice**
3 Credits

This course focuses on the fundamentals of computer programming using the programming environment called Alice. This is an introductory course in object-oriented programming using animation. Alice enables you to create animation projects in a small virtual world using 3-dimensional models. Using the Alice programming language you can be a director of a movie, or creator of a video game where 3D objects in an on-screen virtual world move around according to the directions you provide. Basic knowledge of the personal computer, including file maintenance, is required. It is assumed that all students have experience using personal computers, an electronic mail system, and the Internet. Three class hours. Offered Fall, Spring and Summer Semesters. 

Prerequisite: MTH 098 must be completed or up to Math Level B.

**CRC 201 Introduction to UNIX**
1 Credit

This course provides the student with hands-on experience with UNIX command-line functions, the VI editor, file management tools, and command shells. The student will learn user-level commands and gain basic knowledge about the UNIX operating system. A project will be assigned to be completed outside of class time. One class hour. 

Prerequisite: CSC 101 or CIS 101 with a grade of C or higher.

**CRC 202 UNIX Shell Scripts**
1 Credit

This course is a continuation of CRC 201. The student will learn to create simple scripts for sed, awk, and the shell using basic user-level and advanced commands. Implementation of case, if-else, and iteration techniques will be taught. Additional topics presented will include grep, regular expressions, meta-characters, user and system variables, and the UNIX file system. A project will be assigned to be completed outside of class time. One class hour. 

Prerequisite: CRC 201 with a grade of C or better.

**Course Descriptions**

**CSC 101 Introduction to Computer Science**
4 Credits

A first course in programming for the Computer Science student. Emphasis will be on program specification, analysis, problem solving and implementation using an object-oriented language such as JAVA. Topics include definitions of classes and objects, algorithm development and methods, primitive and reference data types, arrays, strings, and operators. Successful completion of this course with a C or better is required for further progress in Computer degree programs. Several major programming projects will be assigned to be completed outside of class and lab. Three class hours, two laboratory hours. Completion of this course with a C or better is required before taking any other CSC courses. 

Prerequisite: MTH 165 or MTH 175, or CIS 100 and MTH 165, or MTH 165 and CPT 111 and CPT 112 and CPT 115, all with a grade of C or better.

**CSC 103 Introduction to Data Structures**
4 Credits

An introduction to basic data structures, and a continuation of CSC 101 for Computer Science majors. Topics include sequential lists, linked lists, stacks, queues, recursion, binary trees, searching and sorting. Other topics include algorithm analysis and design, inheritance, polymorphism. An object oriented language such as Java will be used to implement algorithm and further develop general programming skills. Students will
Computer Science

**CSC 202 Assembly Language Programming of Embedded Microcontrollers**  
4 Credits  
The student will learn how to program, interface and troubleshoot a modern embedded processor such as the Motorola 68HC12. Microcontroller architecture will be stressed. Other topics include logic building blocks such as counters, registers, decoders and memory devices. Laboratory work will focus on program development implementation and debugging techniques. Several programming projects will be assigned to be completed outside of class and lab. Three class hours, two laboratory hours.  
Prerequisite: CIS 101 or CSC 101 with a grade of C or better.

**CSC 206 Digital Computer Organization**  
3 Credits  
This course provides an introduction to the design of the digital computer. Topics include number systems, digital gates, Boolean Algebra, design and implementation of combinational and sequential circuits, decoders, encoders, multiplexers, flip-flops, counters, registers and memory devices. Laboratory experiments include building combinational and sequential circuits. Two class hours, two laboratory hours.  
Prerequisite: CSC 101 or CIS 101 with a grade of C or better.

**CSC 214 Electronic Vision and Image Processing**  
3 Credits  
This course introduces the student to the basic elements of digital image acquisition and processing by examining how CCD’s (charge coupled devices) function and how they are used in a camera to capture an image. Practical hands-on laboratory projects reinforce concepts while the student learns how a truly scientific grade, low noise CCD camera is built from ground-up using discrete components. The students problem solving skills are put to the test as they work in small specialized groups to attack challenging problems. Practical programming skills are developed as the student learns how to apply a high level programming language such as Java, C, Python and/or LabVIEW to facilitate in design, experimentation, data acquisition, image processing and analysis. Topics covered include: types of image sensors, performance characteristics, noise, digitization, scaling, color and gray scale rendition. This course is typically offered in the Spring, biannually. Two class hours, two laboratory hours.  
Prerequisite(s): MTH 165 or higher and an introductory programming course such as CIS 101 or CSC 101 or CIS 223.

**CSC 215 Introduction to Linux**  
3 Credits  
A course designed to introduce the student to the Linux operating system. Topics will include system installation and configuration, basic system administration, system updates, network services configuration, printer configuration, system services, and scripting. Two class hours, two laboratory hours.  
Prerequisite(s)/Corequisite(s): CIS 101 or CSC 101, both with a grade of C or better.

**Computer Security**

**SCR 111 Computer-Related Crime and Security**  
3 Credits  
A study of computer crime including use of the computer to commit fraud, embezzlement, theft; pirating of software; theft of new developments in computer hardware and software. Areas of computer vulnerability, as well as physical security, protective, preventive, and investigative procedures will be explored. Statutes to prosecute offenders will be analyzed. Three class hours.

**SCR 112 Physical Security of Computer Systems**  
3 Credits  
Study of physical computer security requirements including: location of computer in facility; securing facility and computer from improper, unauthorized, or illegal access; hazardous conditions; industrial and foreign espionage or sabotage; bombs and bomb threats; arson; securing electrical and telecommunications systems; camera and other surveillance techniques; backup records and their security; natural disaster controls. Three class hours.

**SCR 151 Introduction to Security**  
3 Credits  
A study of the functions of industrial security forces in protecting industry, retail businesses, and educational institutions, emphasizing relationships between private security agencies and public law enforcement organizations. Consideration of organizational structure, authority, and responsibilities of security forces. Fall semester only. Three class hours. (Open to any student when seats are available after all Criminal Justice students have registered.)

**CPT 111 Problem Solving I - Analysis**  
1 Credit  
This is the first course in a series of three one-credit hour courses designed to develop and/or enhance practical problem solving skills that are particularly useful to students in the computational and networking disciplines (laboratory component is network based). This course will focus on the analysis phase of problem solving, which includes stating and understanding the problem, the establishment and interpretation of problem-related specifications, and designing and testing algorithmic-based solutions to the problem. One class hour.  
Prerequisite: MTH 104 or equivalent.

**CPT 112 Problem Solving II - Design**  
1 Credit  
The second in a series of three one-credit hour courses designed to develop and/or enhance practical problem solving skills that are particularly useful to students in the computational and networking disciplines (laboratory component is network based). This course will focus on the solution design phase of problem solving, which involves a deeper understanding of digital storage data types and information addressing mechanisms. Mechanisms for testing one’s design will be emphasized throughout the course. One class hour.  
Prerequisite: CPT 111.
CPT 113  Problem Solving III - Implementation 1 Credit
The third in a series of three one-credit hour courses designed to develop and/or enhance practical problem solving skills and foster critical thinking that is particularly useful to students in the computational and networking disciplines (network based exercises will be utilized throughout the course). This course will focus on developing skills required in the final stages of solution implementation (specifically the programming phase) of the problem solving. A data-flow approach utilizing a language such as LabVIEW will be extensively utilized. Discussion topics will include Networks of Boolean, Bitwise, Logical operators, State Diagrams, Synchronous and Asynchronous Timing situations, Numerical Transformations to encode and decode data streams, and comprehensive testing. One class hour, one laboratory hour.
Prerequisite: CPT 112

CPT 114  Problem Solving and Robotics 3 Credits
This course is designed to develop and/or enhance practical problem solving skills and apply these skills to Robotics. Challenging exercises and robotics projects are designed to foster critical thinking that is particularly useful to students interested in the engineering, computational and networking disciplines. The course focuses on the analysis, design and implementation phases in developing a complete solution to a given problem. Major concepts discussed include algorithm development, number systems conversions, logic flow diagram development, and solution testing. Appropriate use of data types, conditional selection, repetitive, and iterative solutions are emphasized throughout the course. A data flow programming approach using LabView is utilized extensively throughout the course to implement and test concepts. Projects make use of the exciting and challenging Lego Mindstorms Robotics system to create real-life applications that build on the skills developed throughout the course.
Prerequisite: MTH 104 or higher level Algebra course

CPT 115  Introduction to Networks 3 Credits
This course corresponds to the first semester of the Cisco Networking Academy Exploration track. It introduces students to the architecture, structure, functions, components, and models of the Internet and other computer networks. It uses the OSI and TCP layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for further studies in computer networking. Hands-on labs for this course use a “model Internet” to allow students to analyze real data without affecting production networks. At the end of the course, students build simple LAN topologies by applying basic principles of cabling, performing basic configurations of network devices such as routers and switches, and implementing IP addressing schemes. Two class hours, two laboratory hours.

CPT 210  Operating Systems and Peripherals 3 Credits
Fundamental multitasking/multi-user operating system concepts, as applicable to modern day computer systems, are studied. Major topics include priority boosting, priority and round robin scheduling, virtual memory management, paging, mapping, swapping, and process management. Applications that interface to the outside world via the PC’s external I/O ports are examined in the laboratory. Emphasis is placed on developing simple “device drivers” using a combination of low and high level language tools. Two class hours, two laboratory hours.
Prerequisites: A grade of C or better in CIS 101 or CSC 101

CPT 215  Routing Fundamentals 3 Credits
This course corresponds to the second semester of the Cisco Networking Academy Exploration track. It describes the architecture, components, and operation of routers, and explains the principles of routing and routing protocols. Students analyze, configure, verify, and troubleshoot the primary routing protocols IP/IPv1, IPv2, EIGRP, and OSPF. By the end of this course, students will be able to recognize and correct common routing issues and problems. Two class hours, two laboratory hours.
Prerequisites: CPT 115 with a grade of C or better.

CPT 216  Advanced Networking Concepts 3 Credits
This course focuses on securing local and wide area networks from the network administrator and an outside point of view. With successful completion of this course, students will have a thorough understanding of how outsiders attack networks and how to prevent these attacks from being successful. Students will also have a thorough understanding of current technologies that run over LANs and WANs and demand robust security. These technologies will be covered in depth throughout this course. Two class hours, two laboratory hours.
Prerequisite: CPT 215 with a grade of C or better.

CPT 217  LAN Switching 3 Credits
This course corresponds to the third semester of the Cisco Networking Academy Exploration track and provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer.

The course explains how to configure a switch for basic functionality and how to implement Virtual LANs (VLAN), VLAN Trunking Protocol (VTP), and Inter-VLAN routing in a converged network. The different implementations of Spanning Tree Protocol (STP) in a converged network are presented, and students develop the knowledge and skills necessary to implement a wireless local-area network (WLAN) in a small-to-medium network.
Prerequisite: CPT 217

CPT 218  WAN Systems 3 Credits
This course corresponds to the fourth semester of the Cisco Networking Academy Exploration track. It explores the WAN technologies and network services required by converged applications in enterprise networks. The course uses the Cisco Network Architecture to introduce integrated network services and explains how to select the appropriate devices and technologies to meet network requirements. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services. Finally, students learn how to detect, troubleshoot, and correct common enterprise network implementation issues.
Prerequisite: CPT 217

Cooperative Education
Most Cooperative Education courses are housed in their respective disciplines. Those C E course descriptions which do not appear below can be located under the discipline noted:

C E 210  Cooperative Education-Liberal Arts 4 Credits
Students who work or desire to work either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career related classroom seminar (2 hours per week on campus) while working at a job (225 hours per semester) in the area of Liberal Arts. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. Working an additional 225 hours (no seminar requirement) and meeting certain other prerequisites allows a student to earn two more credit hours for a total of six credit hours, the maximum possible on a Co-op program. (The Department Chair and the Co-op Director must approve a student’s working toward the additional two credits.) The Co-op Office, located in 3-108 will assist in obtaining jobs. Present job may qualify. Appropriate work experience must be approved by the Co-op Coordinator. Must have completed 24 credit hours with a 2.0 GPA. Exceptions with permission from the Co-op Office.

C E 255  Cooperative Education-Disney World 3 Credits
This course teaches students how to market skills such as communication, customer service, problem solving, conflict resolution, decision making, self-management, and creative thinking. Key elements of the course include the development of a 30-second commercial, cover letter, resume, and networking strategy. The students will also learn interviewing and negotiation techniques. Two class hours, forty experiential hours. Offered Fall and Spring Semesters.
**C E 260 Cooperative Education-Hospitality**  
See Hospitality

**C E 263 Cooperative Education-Interior Design**  
See Interior Design

**C E 270 Cooperative Education-Office Technology**  
See Office Technology

**C E 271 Cooperative Education-Heating, Ventilating and Air Conditioning**  
See (HVA 271)

**C E 279 Cooperative Education-Computer Related Curricula**  
See Computer Related Curricula

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**Court Reporting**

**CRT 112  Computer-Aided Transcription  2 Credits**

This course introduces students to the effective use of the basic commands of the specialized software program that enables keystrokes on a court reporting machine to be simultaneously translated into English. Students learn to read, translate, transcribe and print dictation and speed tests taken on the computerized stenotype machine to include specialized legal and medical terminology. Basic captioning techniques are introduced. Students also learn to recognize, diagnose and correct simple problems with computer hardware and specialized software. Two class hours. 

Prerequisites: CRT 101 and HIM 104; corequisites: CRT 102 and OFT 141.

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**CRT 113  Computer-Aided Transcription II  2 Credits**

Continuation of CRT 112. Students learn to accurately and effectively apply advanced commands of computer-aided transcription (CAT). Students read, translate, transcribe and print dictation and speed tests taken on the computerized stenotype machine to include specialized legal and medical terminology. Basic captioning techniques are introduced. Students also continue to recognize, diagnose and correct simple problems with computer hardware and specialized software. Two class hours. 

Prerequisites: CRT 102, CRT 112, HIM 104, OFT 141; corequisite: CRT 103.

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**CRT 201  Court Reporting IV  4 Credits**

Students will achieve competency utilizing machine shorthand to write the spoken word at 100 and 120 words per minute. Students will continue to refine theory and employ techniques necessary to increase speed, endurance, and accuracy. Competency will be measured through bi-weekly, five-minute performance tests in each of the following types of dictated material: Literary, Jury Charge, and Two-Voice Testimony with a minimum of 95% accuracy. Students will be expected to devote at least 15 hours per week practicing on steno machine, in addition to class time for skill development. Four class hours. 

Prerequisite: CRT 103.

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**CRT 202  Court Reporting V  4 Credits**

Students continue to develop the phonetic writing of machine shorthand. Dictation consists of literary, question and answer testimony, courtroom dictation and medical and legal material. Emphasis focuses on speed and vocabulary development from materials dictated at varying speeds, length, and difficulty. Read back from stenographic notes is required. To successfully complete the course, students will pass tests at speeds ranging between 140 and 160 words per minute with 95% accuracy. Students will be expected to devote at least 15 hours per week outside class. A lab component is required. Four class hours. 

Prerequisite: CRT 201.

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**CRT 203  Court Reporting VI  4 Credits**

Students continue to develop the phonetic writing of computer compatible machine shorthand and real-time software computer aided transcription skills. Dictation consists of literary, question and answer testimony, jury charge, four-voice testimony, medical, and legal material. Emphasis focuses on high speed development at dictation rates ranging from 180-200 wpm of varying length and difficulty. Students take simulated courtroom procedures as tests and are required to turn in one acceptable transcript per week. Student performance competency measurements include grades in editing, grammar, punctuation and related English language skills, weekly transcriptions and the transcription of a five minute dictation test with at least 95 percent accuracy at speeds of 180-200 wpm to successfully complete the course. After passing requirements for 180 wpm, students must complete 50 hours of internship and produce 75 pages of transcript from that work experience. Four-class hours. 

Prerequisite: CRT 202.

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**CRT 204  Court Reporting VII  4 Credits**

Students continue to develop the phonetic writing of computer compatible machine shorthand and real-time software computer aided transcription skills. Dictation consists of literary, question and answer testimony, jury charge, four-voice testimony, medical, and legal material. Emphasis focuses on high speed development at dictation rates ranging from 180-200 wpm of varying length and difficulty. Students take simulated courtroom procedures as tests and are required to turn in one acceptable transcript per week. Student performance competency measurements include grades in editing, grammar, punctuation and related English language skills, weekly transcriptions and the transcription of a five minute dictation test with at least 95 percent accuracy at speeds of 180-200 wpm to successfully complete the course. After passing requirements for 180 wpm, students must complete 50 hours of internship and produce 75 pages of transcript from that work experience. Four-class hours. 

Prerequisite: CRT 202.

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**CRT 205  Court Reporting VIII  4 Credits**

Students continue to develop the phonetic writing of computer compatible machine shorthand and real-time software computer aided transcription skills. Dictation consists of literary, question and answer testimony, jury charge, four-voice testimony, medical, and legal material. Emphasis focuses on high speed development at dictation rates ranging from 180-200 wpm of varying length and difficulty. Students take simulated courtroom procedures as tests and are required to turn in one acceptable transcript per week. Student performance competency measurements include grades in editing, grammar, punctuation and related English language skills, weekly transcriptions and the transcription of a five minute dictation test with at least 95 percent accuracy at speeds of 180-200 wpm to successfully complete the course. After passing requirements for 180 wpm, students must complete 50 hours of internship and produce 75 pages of transcript from that work experience. Four-class hours. 

Prerequisite: CRT 202.
**CRJ 121** Criminal Justice Education Internship I 3 Credits
An activity designed to enhance both the theoretical and educational concepts learned in the practical work experience gained by working 90 hours during a semester in an approved criminal justice agency. This course is also designed to assist you in your career exploration. You are required to find the right agency in which to do your internship. To get the most out of this course you should be working in an agency and in a position that best represents your career goal. Papers and assignments will be completed on the work experiences and their educational value. Prerequisites: Successful completion of CRJ 101 and CRJ 102, or permission of instructor.

**CRJ 170** Introduction to Corrections 3 Credits
This course focuses on the major programs within the corrections component of the criminal justice system. It includes analysis of probation, institutional treatment, parole, and community corrections programs. Development of corrections philosophy, theory, and practice will be presented with emphasis on constitutional rights of offenders. Three class hours.

**CRJ 171** Legal Aspects of Corrections 3 Credits
A review of the Constitution, Bill of Rights, civil rights of institutional inmates and those under supervision; legal authority and responsibilities of institutional, probation and parole officers; procedural law with an explanation of the court systems of the U.S. at all levels, emphasizing adversary proceedings in the criminal and civil courts as they apply to corrections. Three class hours. Prerequisite: Successful completion of CRJ 101 and CRJ 103.

**CRJ 172** Institutional Procedures and Treatment of Inmates 3 Credits
The function of the correctional officer is examined: attitude, obligations and authority. Institutional procedures in reception, classification, program assignment and release procedures are reviewed. Trends in jail programs, work release programs, half-way houses, narcotic addiction control centers and contract program planning are described and evaluated. Three class hours. Prerequisite: Successful completion of CRJ 101 and CRJ 103.

**CRJ 201** Principles of Investigation 3 Credits
A study of the qualities of an investigation, general criminal investigative methods, procedures and techniques, and phases of investigation. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

**CRJ 204** Juvenile Justice 3 Credits
Juvenile delinquency and the role of the criminal justice practitioner in handling juvenile matters is examined. The philosophy and history of juvenile proceedings, including trends in prevention, placements, current court decisions and "rights of children" are emphasized. The Family Court Law of New York and handling of juvenile matters are explored. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

**CRJ 207** Criminal Evidence 3 Credits
A study of rules of evidence in criminal matters. Particular emphasis is placed on rules of evidence in the fourth, fifth, and sixth amendments of the Bill of Rights which safeguard such fundamental individual liberties as personal security, protection from self-incrimination, and right to counsel, with emphasis on New York law. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

**CRJ 208** Police Management and Supervision 3 Credits
A study of police organizations, their hierarchical structure, techniques of administration and management utilized in standard police organizations with emphasis on problems of supervision, responsibility, and control of police units. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

**CRJ 209** Crime Scene Management 3 Credits
Examines the application of the physical and biological sciences to criminal investigation. Modern technology will be detailed as it applies to crime scene management, fingerprint science and photography. Emphasis is placed on the inter-relationship between science and law enforcement. The student will have the opportunity, in a classroom equipped with laboratory materials, to demonstrate their learning with hands-on activities directly related to the contemporary crime scene. Three class hours. Prerequisite: Successful completion of CRJ 101 and CRJ 103, or permission of instructor.

**CRJ 211** Community Values and the Administration of Justice 3 Credits
The inter-relationship of community values and ethical conduct in the administration of justice is explored. Through interaction and study, the student will become aware of how community and professional expectations can affect role performance. Open communication and accountability within and without the justice process will be stressed. (It is strongly suggested that students register for this course during their final semester before graduation.) Three class hours. Prerequisites: CRJ 121 or 222 taken concurrently or previously completed and successful completion of 21 CRJ credit hours or permission of instructor.

**CRJ 214** Study of White Collar and Organized Crime 3 Credits
A study of white collar and organized crime which examines historical perspectives and touches on economic, solical, political, and criminal impact on the United States including corruption of political officials, steps federal and state governments are taking to meet the problems. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

**CRJ 217** Community Based Corrections 3 Credits
A seminar which explores alternatives to incarceration in centralized penal institutions. Problems of work-release and school-release programs are discussed. Management of halfway houses, probation, and parole are reviewed. The success and failure of community-based corrections programs in the United States and in Europe are also explored. Three class hours. Prerequisites: Successful completion of CRJ 101 and CRJ 103.

**CRJ 222** Criminal Justice Education Internship II 4 Credits
An activity designed to enhance the Criminal Justice student's theoretical and educational concepts with practical work experience gained by working 180 hours during a semester with a cooperative Criminal Justice Agency. Seminars will be held and papers written on the work experiences and their educational value. One hundred eighty field work hours. (It is strongly suggested that students register for this course during their final semester before graduation.)

**CRJ 250** International Studies in Criminal Justice 3 Credits
A general survey of criminal justice systems and crime problems in selected countries will be studied by an internationally comparative approach in a foreign setting. Police, government, and correctional processes will be studied and analyzed. Emphasis will be placed on a total review of current concepts, policies, and practices. Three class hours in pre-and post-visit seminars respectively, plus daily for two weeks in a foreign country. Student responsible for tuition and own cost of transportation, lodging, and meals.

**CRJ 290** Independent Study Variable Credit
See the Department Chairperson.
Dental Assisting

DAS 110 Preclinical Dental Assisting 4 Credits
This course will present background information about the history of the dental professions, relationships and responsibilities of the dental team members, ethical and legal considerations for dental health practitioners, and the concepts of dental treatment procedures. This course also includes the study of the equipment, instrumentation procedures and techniques that are required for the practice of dental assisting functions. Preclinical practice will prepare the student for clinical practice in the following semester. The on-campus course consists of two lecture hours and four laboratory hours per week. Offered both Fall and Spring Semesters.

DAS 117 Biomedical Foundations for Dental Assisting Practice 3 Credits
This course will offer a didactic component that will include higher level science-based theory and case study investigation to expand the student’s educational foundation, clinical application, critical thinking skills and ability to research and interpret new technologies and procedures to enhance patient treatment and promote oral health care. Offered Fall, Spring and Summer Semesters. Three class hours.

DAS 120 Basic Clinical Dental Assisting Practice 5 Credits
This course will emphasize the clinical application of dental assisting skills. Students will be assigned to various dental settings where they will have an opportunity to observe dental procedures, actively practice dental assisting functions/skills, and work with dental professionals in both general dentistry and specialty areas. A conference component will provide an avenue for discussion and expansion of the students’ clinical experiences, additional dental theory, treatment modalities, and ethical concerns about dental assisting practice. Students must receive a C or better to continue in the Dental Assisting program. Spring semester only. Two conference hours, twenty clinical hours. Prerequisite: Successful completion of all first semester Dental Assisting courses.

DAS 121 Dental Assisting Clinical Experience 1 Credit
This course accompanies DAS 117 and includes the clinical experience requirements necessary for completion of the Dental Assistant Rapid Track (DART) program. Students must successfully pass all skill competencies and meet or exceed the specific clinical experiences and hour requirements. This course will provide an opportunity to apply dental assisting skills in a clinical setting. Students will actively participate in and practice dental treatment procedures in both general dentistry and specialty areas. Specific skill competency will include those functions/procedures allowed by the New York State Education Law. 500 experiential hours. Offered Fall, Spring and Summer Semesters.

DAS 227 Dental Specialties Procedures 2 Credits
This course will introduce various dental specialty practice procedures, techniques, instrumentation, armamentarium and patient management procedures, as well as the dental assistant’s role in these treatment procedures. The course will consist of one lecture hour per week and one two-hour laboratory each week. Two laboratory hours, one lecture hour.

Dental Hygiene

DEN 110 Dental Health Education 1 Credit
Emphasis is placed on the philosophies of education, communication skills and motivational techniques as they apply to individuals and group health education. Also included are planning, organizing and evaluating chairside dental health education, methods of presentation, and use resource material. Fall semester only. One class hour. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 111 Dental Radiography I 2 Credits
An introduction to physics and biology of radiation; radiation hygiene; equipment and materials; film exposure and processing, technique and chemistry. Fall semester only. One class hour, two laboratory hours. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 112 Oral Anatomy and Physiology I 2 Credits
This course includes anatomical identification of and discussion of function of the structures of the oral cavity and the surrounding landmarks of the face and head. Clinical application will be discussed concerning occlusion, anesthesia, mastication, radiographic interpretation, and identification of variations in anatomy. Fall semester only. Two class hours, one conference hour. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 113 Barrier Precautions and Infection Control Measures 1 Credit
Focuses on the scientifically accepted principles and practices of infection control. This course will provide the student with the core elements on infection control and barrier precautions. Fall semester only. One class hour. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 114 Dental Hygiene I 2 Credits
An introduction to dental and dental hygiene practice; basic concepts, methods materials and techniques of dental hygiene care. Fall semester only. Two class hours. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 115 Clinical Dental Hygiene I 2 Credits
Emphasis in this course is placed on the practical application of dental hygiene care. To enhance skill development, students may be required to provide patients for clinical practice. Fall semester only. Six clinical hours. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 121 Dental Radiography II 2 Credits
Continuation of DEN 111. Anatomical landmarks; deviations from normal; evaluation of radiographs. Extra and intraoral projections. Fall semester only. One class hour, two laboratory hours. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 122 Oral Anatomy and Physiology II 2 Credits
This course will study the embryologic development of the face, oral cavity and the teeth and histologic structure of the teeth and oral tissues, and review developmental conditions and anomalies related to dental and oral structures. Function and variations in function will be reviewed as well as the clinical significance and application of knowledge to patient evaluation and treatment. Spring semester only. Two class hours, one conference hour. Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 123 Oral Pathology I 1 Credit
A brief introduction to principles of general pathology and inflammation. Students will learn to identify and describe normal and abnormal oral soft tissue lesions. Emphasis will be on pathology of oral mucosa, dental tissues and related structures. Developmental anomalies of teeth and anatomical variation of oral soft tissues will be studied; also systemic diseases and their oral manifestations. Spring semester only. One class hour. Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 124 Dental Hygiene II 1 Credit
This course continues to build knowledge for dental hygiene care, treatment planning, and case management. Spring semester only. One class hour.
DEN 125 Clinical Dental Hygiene II 4 Credits
The beginning level of clinical patient care utilizing primary level skills in patient histories, exams, patient education, treatment, planning, and record keeping. Students will have to provide some of their own patients for practice. Spring semester only. Twelve hours clinical practice.
Prerequisite: BIO 134 or BIO 142, and Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 129 Periodontics I 1 Credit
This course begins with a brief review of normal periodontal anatomy and physiology. Classification of periodontal diseases will be discussed with emphasis on plaque induced periodontal diseases. Examination, clinical characteristics, risk factors, and management of patients with these types of periodontal diseases is included. Spring semester only. One class hour.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 211 Dental Materials 2 Credits
This course includes a study of the physical and chemical properties, manipulation of and uses for the most commonly used dental materials. A lecture component will present background information about the dental materials and a laboratory component will present the practical application for each material (demonstration and lab practice). Fall semester only. One class hour, two laboratory hours.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 212 Community Dentistry I 1 Credit
This course will provide the student with knowledge regarding the foundation of community dentistry and its role in society. Students will explore the primary fields involved in assessing and improving the public's dental health, including epidemiology and biostatistics. In addition, students will gain experience in evaluating scholarly dental literature. One class hour. Fall semester only.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 213 Oral Pathology II 1 Credit
This course is a continuation of study of pathology or oral mucosa, dental tissues and related structures. Students will view images of oral/facial lesions and answer related questions. Fall semester only. One class hour.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 214 Dental Hygiene III 2 Credits
The focus of this course is on advanced techniques for comprehensive dental hygiene care. Emphasis is placed on case study to help student prepare for the Dental Hygiene National Board. Fall semester only. Two class hours.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 215 Clinical Dental Hygiene III 4 Credits
Course emphasis will be on comprehensive patient care and treatment planning. Course includes radiographic evaluation. A continuation of clinical skill development begun in DEN 125. Students are responsible for supplying clinical patients. Fall semester only. Twelve clinical hours, one hour radiographic evaluation.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 216 Dental Therapeutics I 1 Credit
Systematic approach to general principles of pharmacology. Study of commonly used agents in dentistry, drugs used in specific medical conditions, and drugs used in management of medical emergencies. Introduction to newer drugs and new effects of old drugs. Brief discussion on controlled drugs and drug abuse. Fall semester only. One class hour.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 217 Dental Specialties 1 Credit
This course examines the essential components, clinical procedures performed, and armamentarium (instruments/equipment) used in the various dental specialties. Students will learn the interactive roles of each dental team member in the practice of the dental specialties. Introduction to the clinical advances and new trends in dentistry is included. Fall semester only. One class hour.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 218 Dental Therapeutics II 1-3 Credits
Continuation of study of drugs significant to dental practice. Emphasis will be on evaluation and dental management of medically compromised patients with special attention to their medications and drug interactions. Spring semester only. One class hour.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 220 Business Practice 1 Credit
See the Department Chairperson.

DEN 221 Dental Hygiene IV 1 Credit
Review of the history of dental hygiene. Course focus will be on ethics, jurisprudence, current issues and trends in dental hygiene. Spring semester only. One class hour.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.
Economics

ECO 101  Introduction to Economics  3 Credits
A one-semester, non-technical course designed to answer questions about the economy. How and why does our market economic system work? Why is there inflation and/or unemployment and what are their remedies? How does the government influence your future economic well-being? Where are we on the business cycle? What are the causes and consequences of our growing national debt? What is the Federal Reserve and how does its monetary policy affect you and the interest rate? How is the emerging global interdependence of countries changing our economy and your life? This course will help you understand the economic environment in which you live, work, and vote. This course is not recommended as a Social Science Elective for students enrolled in A.S. programs in Business Administration or International Business. Three class hours. (SUNY-SS)

ECO 103  Personal Money Management  3 Credits
A very practical course which teaches you how to create a financial plan to realize goals, such as home ownership and early retirement. By taking this course, you will learn how to avoid credit trouble, save money on automobile purchases, and buy a desirable home. You will also learn how to protect yourself from financial disaster through the purchase of the lowest cost and safest insurance policies. Finally, you will learn how to make your money grow by investing in stocks, bonds, and mutual funds. Using the techniques you learn in this course, you will be able to plan, save, and spend wisely so you and your family will enjoy a better way of life. Three class hours.

ECO 110  Personal Investing  3 Credits
This course is about making money. You will learn the “ins” and “outs” of investing in stocks, bonds, and mutual funds. You will simulate investing using current market data to choose the best stock and bond mutual funds. Learn to use tax advantaged methods of investing, such as 401K plans and IRA’s to help your money grow. Additional investment choices will be examined, such as real estate, options, and collectibles. Upon completion of the course, you will have an understanding of Wall Street, the Dow Jones, and various financial markets. Three class hours.

ECO 111  Principles of Microeconomics  3 Credits
This course will help you gain insight and understanding into events that are constantly going on around you. You will learn how to think like an economist by analyzing everything critically, comparing costs and benefits, even in issues normally considered outside the scope of economics. You will use economic reasoning to decide whether you will read your book of economics, whether you will attend class, whom you will marry, and what kind of work you will likely go into after you graduate. The skill you will need to start thinking like an economist will be acquired from topics covered, such as opportunity cost, scarcity and choices, demand, supply, production and costs, the market system, elasticity, market structures, etc. Three class hours. (SUNY-SS)

ECO 112  Principles of Macroeconomics  3 Credits
Course focuses on the on-going concerns of the United States economy, unemployment, inflation, and gross domestic product. International economics is woven throughout the course helping to explain the impact of the globalization of our economy and your economic future. To illustrate and aid the student’s understanding of these concepts and topics, the course makes extensive use of current events. Students will gain a full view of the current United States economic environment and macroeconomic theory. This course explores macroeconomic models and approaches, such as national income accounting, circular flow, aggregate demand and aggregate supply, and fiscal and monetary policy. Three class hours. (SUNY-SS)

ECO 290  Independent Study  Variable Credit
See the Department Chairperson.

Education and Early Care

ECE 110  Seminar for Early Childhood Care Givers  1 Credit
This course focuses on professional development for the early childhood care giver. It provides a comprehensive study of the current opportunities for professional development, examination of state and national standards and requirements, identification of roles and settings within the early care and education field, and will lead to the design of an individualized plan for each care giver to follow for career advancement. One class hour.

ECE 150  Exploring Early Care and Education  3 Credits
This course will lay the foundation for understanding the field of early care and education in the day care setting. Participants will consider their reasons for entering the field, the complex role of the child care teacher, and general processes of child development. An emphasis will be placed on observation techniques, organization of the classroom and the establishment of a safe and healthy learning environment. Three class hours.

ECE 151  Developing Skills of Young Children  3 Credits
Examination of the development of children’s physical, social, emotional and intellectual skills. The influence different family patterns exert on children’s behavior and development will also be explored. The establishment of productive relationships with families will be emphasized throughout the course, as well as the creation of healthy parent/teacher partnerships. Application of human development principles to curriculum planning and practice will also be discussed. Three class hours.

ECE 152  Issues in Early Care and Education  2 Credits
This course will encourage participants to broaden their understanding of key issues in early care and education within a day care setting. Students will explore various topics including anti-bias curriculum, learning styles, developmentally appropriate interaction, skills facilitation and empowering families. Guidelines set forth by the Council for Early Childhood Professional Recognition will provide the major topics for seminar discussion. Two class hours.

ECE 200  Developing Early Literacy  3 Credits
This course examines emotional, socio-cultural and cognitive influences on early literacy development, and explores twelve essential concepts related to early reading success through a collaborative learning approach. Three class hours. Spring Semester only.

ECE 240  Infant and Toddler Development  3 Credits
This course is designed for individuals who are currently working in early care and education programs, students who are interested in a career involving children and families, and students who are or will be parents. The course content is part of the 30-hour requirement for the NYS Infant/Toddler Child Care Credential (IT/CCC). Students will acquire specific knowledge in the growth of infants and toddlers in the areas of health, social, emotional, physical, cognitive and creative development. Three class hours.

ECE 250  Infant and Toddler Development  3 Credits
This course is designed for individuals who are currently working in early care and education settings and/or students who are interested in a career involving children and families. The course content is part of the 30-hour requirement for the NYS Infant/Toddler Child Care Credential (IT/CCC). Students will acquire specific knowledge in family relationships, attachment and separation as it relates to families and caregivers, and early intervention. Three class hours.

ECE 252  Designing Environments and Curriculum for Infants and Toddlers  3 Credits
This course is designed for individuals who are currently working in early care and education settings and/or students who are interested in a career involving children and families; students who are or will be parents. The course is one in a series of four designed to meet the required content areas of the New York State Infant/Toddler Credential, and can also fulfill the 30-hour training requirement for licensed providers. Upon successful completion of this course the student will understand how to design a safe
and healthy learning environment which supports infant/toddler development and nourishes the child’s aesthetic sensibilities. Three class hours.
Pre requisite: ECE 250

ECE 253 Professionalism in Early Care and Education 3 Credits

This course is the fourth in a series designed for individuals who are currently working in early care and education programs, or students who are interested in a career involving children and families. The course content is part of the 30-hour requirement for the New York State Infant/Toddler Early Care and Education Credential, and can also fulfill the New York State 30-hour professional development requirement for licensed providers. Three class hours.
Pre requisite: ECE 250

EDU 100 Introduction to the Teaching Profession 1 Credit

A seminar introducing students to the field of teaching. Topics include current learning standards, lesson plan components, the realities of teaching as a career, State Education requirements, professional expectations, and an introduction to teaching strategies. This course provides students with the opportunity to explore the field of teaching, reflect on their interest in education, and develop connections with other future educators. One class hour.

EDU 150 Performance and Presentation Skills for Educators 3 Credits

Teachers must communicate effectively in order to achieve their goal of student learning and success. This course uses the performing arts as a point of reference and enables participants to develop materials and present them effectively in a variety of teaching situations. Learning styles, oral presentation, body language, the use of props, proxemics and room arrangement, and audio visuals will be the skills developed through this course. These skills will be compared to those used in a variety of performing arts venues so that appropriate stage techniques can be integrated into student teaching/presentation assignments. Fulfills the requirements for a Humanities course. Three class hours. (SUNY-A)

EDU 200 Foundations of Education 3 Credits

This course will explore the American education system through a social justice perspective. It will focus on the foundations of the American education system, with emphasis on the historical, philosophical, and socio-cultural roots of education. In addition, students will explore the influences of political, economic, legal and ethical bases of American education. Within this framework, contemporary educational values and issues will be critically examined. Three class hours.
Pre requisite or Corequisite: EDU 100;

EDU 208 Guided Observation in Education 3 Credits

Guided Observation in Education is designed to provide the student with an opportunity to (1) explore the profession of teaching at an early point in the student’s academic career, (2) observe in a classroom from the perspective of a teacher, (3) meet with the classroom teacher to discuss issues covered in the seminar and issues that arise in the classroom, (4) participate in classroom activities addressing unmet educational needs such as: lesson planning, working with small groups, one-on-one support, and (5) reflect on course objectives as experienced through fieldwork placement. One and one-half class hours, four fieldwork hours. Upon successful completion of this course, students will earn 20 hours of service-learning credit.
Pre requisite: EDU 200 with a grade of C or higher and PSY 201 or PSY 202 with a grade of C or higher

Electrical Engineering Technology/Electronics

ELT 101 Electric Circuit Analysis I 4 Credits

First course in a two-semester algebra-based electric circuit analysis sequence for majors in Electrical Technology, and others interested in a course of this level. Topics include voltage, current, resistance, Ohm’s law, Kirchoff’s laws, power, source conversion, capacitance, superposition, mesh and nodal analysis, Thévenin’s and Norton’s theorems. Computer analysis of DC circuits introduced. Concurrent lab applies classroom theory, teaches use of multimeters and power supplies, and introduces the oscilloscope, breadboarding, schematic reading and troubleshooting. Two class hours, four laboratory hours, one conference hour. A scientific calculator is required. Contact the department for details.
Pre requisite: Three years high school math or MTH 135 or MTH 088/104/164.

ELT 102 Electric Circuit Analysis II 5 Credits

Continuation of ELT 101 into AC circuit analysis using complex numbers and phasors. Topics include: magnetism, inductance, reactance, impedance, power, resonance, filters, Fourier series, transformers and dependent sources. Includes network analysis using Thévenin, Norton, mesh, and nodal techniques. Computer analysis of AC circuits is introduced. Concurrent lab applies theory and develops competence in measuring voltage, current, time, frequency, phase, and frequency response, using the dual-trace oscilloscope, multimeters, and swept frequency function generator. Construction project is a power supply which is used to introduce rectifiers, filters, regulation and ripple. Spring semester only. Three class hours, four laboratory hours, one conference hour. A specific programmable scientific calculator is required. Contact Department for details.
Pre requisites: ELT 101 or ELT 121 required; MTH 140 or MTH 135 or MTH 164 or some trigonometry background recommended.

ELT 111 Introduction to Digital Electronics 3 Credits

Covers a wide range of introductory skills and techniques required by an electronic technician. Topics include AND, OR, NAND, NOR, NOT logic functions and integrated circuits, Boolean Algebra, number systems, flip-flops and simple applications. Fall semester only. Two class hours, three laboratory hours.
Pre requisite: Level 6 Math placement or MTH 098 with a grade of C or higher or equivalent

ELT 112 Linear Circuits 5 Credits

Covers a wide range of introductory skills and techniques required by an electronic technician. Topics include semiconductor physics, general purpose and zener diodes, linear power supplies, transistors, transistor amplifiers, and basic operational amplifiers. Spring semester only. Three class hours, four laboratory hours. Pre requisites: ELT 102 taken concurrently or previously completed. TEK 101 recommended.

ELT 121 AC/DC Circuit Analysis 4 Credits

A one-semester algebra-based electric circuit analysis course for majors in Telecommunications, Computer and Instrumentation Technology, as well as others requiring an introduction to both DC and AC analysis. Topics include: voltage, current, resistance, Ohm’s law, Kirchoff’s laws, power, capacitance, inductance, superposition, Thévenin, Norton, Theorems, computer analysis. Lab teaches use of multimeters, power supplies, dual-trace oscilloscope, and function generators. Fall semester only. Three class hours, four laboratory hours.
Pre requisite: High school algebra with some trigonometry or MTH 135.

NOTE: Students with no trigonometry should consider taking MTH 164 concurrently.

ELT 130 System Electricity 3 Credits

This course introduces students to basic principles of electricity with an emphasis on their use in technical applications. While learning basic theorems of electricity and completing problem solving exercises, students are required to build and test a simple robotic car that uses electric circuits in its operating functions. Two class hours, two laboratory hours.
Pre requisite/corequisite: MTH 104 or MTH 135 or permission of department.
ELT 170  Printed Circuit Layout and Fabrication  2 Credits
Students will be introduced to the techniques of fabrication of a printed circuit board. This includes the design of a printed circuit artwork pattern, the process of layout of an artwork positive on acetate, the making of a negative film of the positive artwork using a photographic process, and the fabrication of the printed circuit board from a copper clad board using photo-resist developing, and an etching process. Each student actually will go through these steps and build a small electronic circuit. One class hour, two laboratory hours. Prerequisite: A general knowledge of electricity and electronics.

ELT 201 Linear Circuits  4 Credits
A study of linear amplifier and power supply circuits. Course topics include small-signal and power amplifiers using bipolar and field effect transistors. Frequency response of amplifiers, op amps, and applications of op amps. Negative feedback principles. Students build, test and troubleshoot amplifier circuits in the laboratory. Computer analysis of multi-stage amplifier circuits. Fall semester only. Three class hours, four laboratory hours. Prerequisites: ELT 102 and ELT 112 with a grade of C- or better.

ELT 202 Pulse and Digital Circuits  4 Credits
Pulse waveforms, linear circuit responses and switching circuit analysis. Pulse-shaping and pulse-generating circuits, flip-flops, one-shots, registers and counters. IC logic family characteristics (TTL, NMOS, ECL, CMOS). Analysis of the circuits used when interfacing different types of IC logic families. Low voltage technology. Digital number systems, codes and arithmetic. Arithmetic manipulation of signed and unsigned binary numbers. Introduction to the 8-bit microcomputer architecture. Computer analysis of digital circuits. This course contains an integrated learning experience designed to give a student a hands-on, real world problem solving activity. Fall semester only. Three class hours, four laboratory hours. Prerequisites: ELT 102 and ELT 112 with a grade of C- or better.

ELT 204 Industrial Electronics and Control  4 Credits
A survey of electrical and electronic applications in industrial settings. Topics include a brief physics and mathematics review, operational amplifiers, sensors and transducers, first and second order systems, electromagnetic radiation principles, DC and AC motors and generators, stepper motors, electronic switching devices (field-effect transistors, unijunction transistors, silicon controlled rectifiers and TRIACS), and applications in motor speed control, sequential process control, and programmable controllers. Computer data acquisition and control. Three class hours, three laboratory hours. Prerequisites: ELT 201 and 202 with a grade of C- or better, or permission of department.

ELT 205 Communication Systems  5 Credits
An introduction to radio communication theory. Topics include Barkhausen criteria for oscillation, tuned amplifiers, rf amplifiers, transmission line effects, matching techniques using the Smith chart, spectral analysis using the Fourier series, signal/ noise and noise figure calculations, non-linear mixing of rf signals, transmitter and receiver designs using amplitude, frequency and single-sideband techniques, superheterodyne principles, spectral analysis of FM systems using the Bessel function, modulators, detectors, stereo techniques, video principles, digital/ data communication techniques, modems, networks, and fiber-optic systems. In the laboratory, students build, test, and measure the performance of communication circuits/systems using an assortment of popular devices such as the 3N211, 3080, 565, 1496 lumped-oscilloscope, spectrum analyzer, rf voltmeter, DMM, and service monitor. The course is used to emulate, analyze, and collect data for communication circuits and systems. Through the use of Mathcad basic communication theorems are proven on the computer. Spring semester only. Three class hours, five laboratory hours. Prerequisite: ELT 201 with a grade of C- or better, or permission of department chairperson.

NOTE: In addition to prerequisite, ELT 202 is recommended.

ELT 206 Digital Systems and Microprocessors  5 Credits
A study of digital systems and the building blocks that make up digital systems. The emphasis will be on microprocessor-based systems hardware, programming and interfacing. The major topics include arithmetic circuits, multiplexers, demultiplexers, decoders, encoders, tri-state bus devices, DACs and ADCs, memory devices (SRAM, DRAM, Flash, PLD’s, ROM), microprocessor architecture, microcomputer architecture, I/O modes and interfacing, digital communication standards. The student will learn to program an 8-bit microprocessor (MC68HC11) in assembly language, and will develop the hardware and software for microprocessor-controlled applications. The student will be introduced to a 16-bit microprocessor (MC68000). Major differences between 8-bit and 16-bit microprocessors will be discussed. The lab portion of the course will concentrate on building, testing, and troubleshooting of digital systems including MC68HC11 and MC68000 based microcomputer systems, using oscilloscope, logic analyzer, signature analyzer and computer. Spring semester only. Three class hours, five laboratory hours. Prerequisite: ELT 202 with a grade of C- or better, or permission of department.

ELT 223 System Electronics  4 Credits
This course introduces students to the use of analog and digital electronics in the control of electrical and nonelectrical processes. Students are introduced to the use of sensors, actuators, and control circuitry along with the use of micro-controllers in controlling various processes. Fall semester only. Three class hours, two laboratory hours. Prerequisite: ELT 130 or PHY 231 or ELT 121.

ELT 290 Independent Study  Variable Credit
See the Department Chairperson.

Emergency Management

EMG 101 Introduction to Emergency Management  2 Credits
This course is intended to provide information that will enable persons just entering the profession or expanding their roles to have the ability to work with emergency management issues. The course provides an overview of the characteristics, functions, and resources of an integrated system and how various emergency management services work together in an integration of resources and capabilities. Emphasis will be placed on how this system is applied to all hazards for all government levels, across the four phases and all functions of emergency management. Two class hours. Prerequisite: Open to Emergency Management students only, or with Permission of Instructor.

EMG 103 Developing Volunteer Resources  1 Credit
This course allows students to learn the necessary skills to be able to make appropriate volunteer assignments, structure programs to maintain or increase the skill levels of volunteers, and motivate volunteers to both maintain readiness and operate effectively during emergency situations. One class hour. Offered Fall and Spring Semesters. Corequisite: EMG 101 or permission of instructor.

EMG 104 Resource and Donation Management  2 Credits
This course is designed to provide resource management coordinators with the knowledge and skills they need to perform resource management functions within the overall framework of the emergency operations center (EOC). This performance-based course is intended to introduce local officials (i.e., representatives of local governments and leaders of local voluntary organizations) to the concept of donations management and their roles and responsibilities in the donations management process. Two class hours. Offered Fall and Spring Semesters. Corequisite: EMG 101 or permission of instructor.
EMG 105  Public Information Officer-Basic Course 3 Credits
This course provides students with the skills needed to perform public information duties as they relate to emergency management. The course focuses on the definition of the job of the public information officer. The course assists participants with building the skills necessary for this position, such as oral and written communication, understanding and working with the media, and the basic tools and techniques public information officers need to do the job. Three class hours. Prerequisite: Open to Emergency Management students only or with Permission of Instructor

EMG 106  Emergency Response Planning 3 Credits
Planning is an essential function of an effective emergency management program and serves as a tool for emergency professionals in improving disaster management and public safety policies. This course provides emergency management and public safety personnel with the knowledge, skills and ability to develop or enhance their comprehensive emergency management plans. The course will highlight the importance of building an integrated system for emergency planning that uses multi-agency teams to address mitigation, preparedness, response and recovery. Three class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor; corequisite: EMG 101.

EMG 109  Emergency Response to Terrorism 1 Credit
This course provides the knowledge and skills needed by public safety forces that respond to terrorist acts. The course provides those public safety and related support personnel the information to understand terrorism; its root causes and motivators. The course also provides methods to enable students to recognize circumstances indicating a potential terrorist attack, and to protect themselves from a variety of potential dangers. Offered in the Fall and Spring Semesters. One class hour. Prerequisite: EMG 101 or permission of the instructor.

EMG 201  Disaster Response and Recovery Operations 2 Credits
This course introduces students to the basic concepts and operations applicable in a disaster environment (particularly for major disasters) and will enhance understanding of what the proper roles and responsibilities of various local and state emergency management officials are, why they matter, and how these roles and responsibilities relate to those carried out by the federal government. To foster multilevel partnership, the course emphasizes the problem solving aspects of disaster operations as well as associated coordination requirements. Two class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor.

EMG 202  Mitigation for Emergency Managers 1.5 Credits
This course addresses the important roles of the emergency program manager or other local government representative in mitigation. It provides the emergency manager direction on how to implement into a locality recognized and accepted national mitigation strategies. This course provides students information that is helpful in the coordination of public safety agencies, local businesses and professional organizations. Also provided in the course is information on funding mitigation efforts through public and private sources. 1.5 class hours. Offered Fall and Spring Semesters.

EMG 204  Multi-Hazard Emergency Response Planning for Schools 1 Credit
This course will provide participants with the basic information and tools needed to develop effective plans for the wide array of potential emergencies that schools may face. Participants completing the course will be able to explain the importance of effective planning to others and lead individuals in their schools and community through the process of developing an effective multi-hazard program. One class hour. Offered Fall and Spring Semesters. Prerequisite: EMG 101

EMG 205  Emergency Operations Center (EOC) Management 1.5 Credits
This course provides students with the knowledge and skills they need to design, initiate, build and operate an emergency operations center. The curriculum is designed using a performance-based approach, which emphasizes learning activities that are easily transferable to the job. 1.5 class hours. Offered in the Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor.

EMG 206  Emergency Exercise Program Management 3 Credits
This course is intended to provide participants with the knowledge and skills to develop and conduct disaster exercises that will test a community’s emergency operations plan and operational response capability. Three class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101

EMG 207  Terrorism Response Planning 2 Credits
This course will help emergency planners, first responders, and others at all levels to review their preparedness efforts and response capabilities to a terrorist incident. It will also assist participants in the ongoing re-evaluation of their threats, their current emergency operations plan, and the implications of a terrorist incident on the community’s response plan. Two class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor.

EMS 101  EMS First Responder 2 Credits
This course is for non-ambulance professional rescuers who are first to arrive at an emergency medical scene to provide prehospital care. Topics covered are patient assessment, CPR review, airway, shock, wound management, full body immobilization, and initial treatment for other medical emergencies. Students successfully completing this course are eligible for New York State Department of Health Certified First Responder certification. Twenty-four instruction hours, nineteen laboratory hours.

EMS 109  EMS First Responder Recertification 1 Credit
This course is for students who wish to update their knowledge and skills learned in EMS 101. In addition to assessment and treatment updates, the students will prepare for recertification as a New York State Certified First Responder by visiting topics of patient assessment, airway management, circulatory emergencies, trauma, and selected medical emergencies. Thirteen instruction hours, two laboratory hours. Prerequisite and/or corequisite: EMS 101 or equivalent.

EMS 110  Emergency Medical Technician 6 Credits
This course is designed for pre-hospital workers who respond to medical and trauma emergencies, and transport the sick and injured to medical treatment centers. Material is divided into eight areas including: Preparatory, Airway, CPR, Patient Assessment, Medical, Trauma, Pediatrics, and Emergency Operations. Topics covered include those identified by the New York State Department of Health as minimum knowledge and skill objectives to operate in the pre-hospital environment providing emergency medical care and transporting patients. Successful completion of this course leads to eligibility to take New York State EMT-B Certification Exams. A minimum of 10 hours additional clinical time is required outside the regular class hours. Forty instruction hours, one hundred laboratory hours.

EMS 118  EMT-Basic Core Review 2 Credits
This course is designed for New York State Certified EMBS to meet their recertification needs in reviewing the core material of the EMT Basic Curriculum. Material is presented in areas of Airway, Patient Assessment, Medical Emergencies, Behavioral Problems, Trauma, Obstetrics, Pediatrics, and Contemporary Issues in EMS. This course meets New York State requirements for 24
hours of core reviews described in the NYS Department of Health EMS Recertification through Continuing Education. This course will also cover the “Mandatory Optional Topics” of Weapons of Mass Destruction and Geriatrics. 

Prerequisite: EMS 110 or equivalent.

EMS 119 Emergency Medical Technician Recertification 2 Credits

This course is for individuals who are certified as emergency medical technicians and need recertification and updating for the purpose of maintaining their competency in providing emergency medical care. The course presents students with both a review and update of the topics covered in the Emergency Medical Technician course (EMS 110). Recent changes in the prehospital emergency medical care field are emphasized. Twenty-five instruction hours, twenty-one laboratory hours. 

Prerequisite: EMS 110 or equivalent.

EMS 141 Operational Management for Emergency Medical Services 3 Credits

This course will allow EMS providers to more fully understand the many components of the emergency medical services system. Students will also learn essential leadership styles for both routine and emergency situations that are common in emergency medical services.

EMS 142 Administrative Management for Emergency Medical Services 3 Credits

This course will prepare EMS providers to act as an officer in an agency by discussing legal requirements, budgeting, planning, research and analysis. The focus of this course is New York State Department of Health requirements and regional accepted practices.

EMS 171 Critical Trauma Care 1 Credit

This course contains practical and lecture material showing state-of-the-art assessment and treatment techniques for multiple system trauma victims. The course exposes the EMT to patient priority assessment and management concepts that are needed for successful outcomes for victims of life threatening trauma. Topics include rapid extrication, kinetics of trauma, expanded primary survey, the Golden Hour, and trauma centers. Thirteen and one-half instruction hours, four and one-half laboratory hours. Must be an EMT.

EMS 172 Ambulance - Emergency Vehicle Operator Course 1 Credit

This course is designed to provide operators of ambulances with the knowledge and minimum skills to drive a certified ambulance in accordance with New York State Vehicle and Traffic Law, while reducing the risks to the crew and public resulting in the ambulance being operated safely and efficiently. General topics include ambulance operator selection, legal aspects of operation, communication roles, vehicle characteristics, inspection and maintenance, navigation and routing, basic maneuvers, emergency operation, defensive actions, reviewing the run, and special considerations of emergency vehicle operation. In addition to the classroom hours, participants spend 8 hours in the cab of an ambulance practicing and demonstrating skills on a closed vehicle course. Clean New York State Motor Vehicle Operators License and either a letter of recommendation from sponsoring EMS agency or specific EMS department approval. Eighteen instructional hours, eight laboratory hours.

Prerequisite: EMS 110 or equivalent.

EMS 210 Emergency Medical Technician-Intermediate 5.5 Credits

This course is designed to provide EMT’s with the medical knowledge and skills necessary to handle advanced pre-hospital procedures. The course focus is on airway management including endotracheal intubation, shock management including intravenous therapy trauma assessment and defibrillation. Students successfully completing this course are eligible to take the New York State Certification exam for Emergency Medical Technician-Intermediate. Thirty-six hours of lecture/instruction, twenty-seven hours of laboratory, forty-eight hours of hospital clinical, forty-eight hours of field clinical.

Prerequisite: EMS 110 or equivalent.

EMS 236 Advanced Cardiac Life Support 1 Credit

This course prepares students for certification by the American Heart Association in Advanced Cardiac Life Support. It provides a systematic approach to the management of life threatening cardiac and respiratory emergencies. Nine and one-half instruction hours, nine and one-half laboratory hours. Must be a physician, physician’s assistant, registered nurse, advanced level prehospital care provider, or student of these disciplines. 

Prerequisite: Must be a physician, physician’s assistant, registered nurse, advanced level pre-hospital care provider, or student of these disciplines

EMS 239 Paramedic Clinical and Field Experience I 5 Credits

This course provides the paramedic student with an opportunity to apply previously learned knowledge and skills in a supervised clinical setting. Rotations in this course include the emergency department, specialty hospital units, and prehospital experience. Students must demonstrate competence in certain skills during the course. Two hundred and twenty five experiential hours. Must be currently enrolled in the paramedic certification program. 

Prerequisite: EMS 270 previously completed or taken concurrently

EMS 240 Paramedic Clinical and Field Experience II 7 Credits

This course provides the paramedic student with an opportunity to apply previously learned knowledge and skills in a supervised clinical setting. Rotations in this course include the emergency department, medical and surgical intensive care, pediatrics and pediatric intensive care, labor and delivery, psychiatric, and prehospital experience. Student must demonstrate competence in certain skills during the course Three hundred and fifteen experiential hours. Must be currently enrolled in the paramedic certification program. 

Prerequisite: EMS 239

EMS 246 Pediatric Advanced Care 1 Credit

This course presents concepts in advanced airway management and resuscitation of pediatric patients in the emergency setting. Specific topics include special pharmacology for pediatric patients, interosseous infusion, and cardiac resuscitation of pediatric patients. Completion also leads to eligibility for PALS certificate from the American Heart Association. Eight class hours, twelve laboratory hours. 

Prerequisite: EMS 270 or equivalent.

EMS 249 Paramedic Review and Recertification 4 Credits

Emphasis is on knowledge review and update needed by paramedics for recertification. New techniques and knowledge will be presented where appropriate. Fifty-seven instruction hours, nineteen laboratory hours. Must be certified as a paramedic.

EMS 250 12-Lead EKG Interpretation in the Emergency Setting 1 Credit

Designed for the advanced pre-hospital EMS provider and other health professionals involved in treating cardiac patients in the emergency setting. On completion, students will be able to read and classify 12-lead EKGs. Topics include cardiac anatomy review, electrical physiology, axis determination, bundle branch and hemiblocks, 12-lead abnormalities, correlation between EKG changes and location of cardiac damage, and unique cardiac phenomenon. 

Prerequisites: EMS 236 and PST 252.

EMS 260 Introduction to Paramedicine 12 Credits

This course is designed to prepare a person to care for the sick and injured at an advanced level of care. Persons must be currently certified as a Basic EMT to be accepted in this course. This course covers topics that include basic anatomy and physiology, pharmacology, respiratory emergencies, venous access and medication administration, airway management, medical documentation, cardiac emergencies, pediatric emergencies, caring for the elderly, and medical emergencies. This course prepares persons to be competent entry-level practitioners and upon successful completion are eligible to take the New York state certifying exam for EMT-Intermediate. 145 class hours, 76 laboratory hours. 

Prerequisite: EMS 110.
EMS 271 Medical Care in Paramedicine 8 Credits
This course builds on the medical concepts learned in Introduction to Paramedicine. Topics include advanced patient assessment techniques, surgical airway procedures, cardiac care including external pacing and cardioversion, 12-lead EKG interpretation, and advanced medical care. Additional emphasis is placed on the EMT-P working as a team member, and identifying the limitations of paramedicine in the emergency medical setting. Ninety-one class hours, sixty laboratory hours. Prerequisite: EMS 270, and permission from the Emergency Services Department.

EMS 272 Advanced Trauma Issues in Paramedicine 7 Credits
This course presents material on the advanced concepts in trauma care needed for delivery of emergency medical care at the EMT-P level of practice. Current issues and techniques are covered. Specific topics include surgical airway techniques, chest decompensation, advanced treatment for hypoperfusion, and special immobilization techniques. Work is also accomplished in the use of the United Incident Management System, and working with rescue personnel in delivery of care to patients who are entrapped. Ninety class hours, thirty laboratory hours. Prerequisite: EMS 270, and permission from the Emergency Services Department.

Engineering Science

ENR 152 Properties of Engineering Materials 3 Credits
An introductory course emphasizing the fundamentals of materials science. Metals, ceramics, and polymers will be studied. Topics will include atomic bonding, crystal structures, defects, diffusion, mechanical properties, phase diagrams, and phase transformations. In addition, fabrication and processing techniques and their relationship to mechanical properties will be examined. Three class hours. Prerequisite: CHE 151

ENR 153 Engineering Graphics and Machining 4 Credits
An introduction to solid modeling, the engineering design process, and machine shop operations. Students will use SolidWorks software to design parts and assemblies and then fabricate them using mills, lathes, and a 3D printer. Parametric modeling techniques that preserve design intent with dimensioning, geometric relations, external references, equations, and design tables will be emphasized. A design-build project will require students to build a working prototype to the instructor’s specifications and then implement a redesign of it. Students will document their design process in both written and oral reports. Three class hours, three laboratory hours.

ENR 157 Digital Electronics and Microcontrollers 4 Credits
A course which introduces students to digital electronics and microcontroller interfacing. Digital electronic topics will include basic logic gates, Boolean algebra, number systems, digital arithmetic, combinational logic circuits, flip-flops, registers, counters, magnitude comparators, and analog to digital and digital to analog conversion. Microcontroller interfacing projects will include voltage regulation, switches and LEDs, sensing infrared and visible light, DC and servo motors, 555 timers, and closed-loop temperature control. A final project will require students to work in teams to design and build a microcontroller controlled prototype, create a written design report, and make an oral presentation. Three class hours, three laboratory hours. Prerequisite: MTH 165 or higher.

ENR 161 Engineering Computing 1 3 Credits
A course in which students will learn how to solve a variety of engineering related problems using Excel and MATLAB or other suitable software. Assigned problems will include statistical analysis of data, fitting functions to data, interpolation, finding roots, solving simultaneous equations, matrix operations and calculus. Three class hours. Prerequisite: MTH 210 taken concurrently or previously completed.

ENR 251 Statics 3 Credits
Fundamentals of statics applied to problems of engineering interest. A vector algebra approach will be presented. Topics include equivalent force systems, equilibrium, structural mechanics, friction, properties of surfaces. Three class hours. Offered every Fall. Offered in Spring during odd numbered years. Prerequisites: MTH 211; PHY 161 with a grade of C or higher.

ENR 252 Dynamics 3 Credits
Fundamentals of dynamics applied to problems of engineering interest. Topics include kinematics of a particle, kinematics of a particle, planar kinematics of a rigid body, and planar kinetics of a rigid body. Three class hours. Offered Spring only. Prerequisite: ENR 251 with a grade of C or higher.

ENR 253 Circuit Analysis 1 4 Credits
Basic electrical concepts including passive circuit element models, Kirchhoff’s Laws, operational amplifier models, topological properties of circuits, complete response for RC, RL and RLC circuits; phasor concepts for RLC circuit driven by sinusoidal forcing functions. The laboratory will provide examples of these concepts. Three class hours, three laboratory hours. Offered every Fall. Offered in Spring during even numbered years. Prerequisites: PHY 161; ENR 157 with a grade of C or higher; MTH 212 or MTH 225 taken concurrently or previously completed.

ENR 254 Circuit Analysis II 3 Credits
A continuation of ENR253. Topics include complex power; complex frequency analysis; Laplace transform analysis; transfer functions; passive and active filter design and analysis; Bode plots; magnetically coupled networks; two-port networks; and Fourier series and transforms. Three class hours. Offered Spring only. Prerequisite: ENR 253 with a grade of C or higher.

ENR 256 Mechanics of Materials 3 Credits
Fundamentals of the theory of elasticity will be presented. Stress-strain relations will be applied to the study of the mechanics of deformable solids including the analysis of beams, shafts, and columns, and the use of energy methods. Three class hours. Offered Spring only. Prerequisite: ENR 251 with a grade of C or higher.

ENR 258 Thermodynamics 3 Credits
The fundamental concepts of thermodynamics and their application to pure substances. Topics include properties of pure substances, work, heat energy, the first law of thermodynamics, disorder, entropy, second law of thermodynamics. Three class hours. Prerequisites: MTH 211; PHY 161 with a grade of C or higher.

ENR 259 Engineering Design Lab 1 Credit
Students will work in teams to solve an engineering design problem selected from an intercollegiate engineering design competition. The students will design and build a working prototype, create a design report, and make an oral presentation. Three laboratory hours. Offered Spring only. Prerequisite: ENR 153 or ENR 157.

ENR 261 Engineering Computing 2 3 Credits
A course that develops problem solving methodologies with structured program design and numerical techniques using MATLAB or other suitable software. These techniques include statistical analysis, Boolean operations, numerical methods, matrices. Programming assignments require students to write functions, short script files and create dynamic models using Simulink software. Symbolic solutions to various types of problems are also presented. Three class hours. Prerequisites: MTH 211; ENR 251 with a grade of C or better, or CSC 101.

ENR 290 Independent Study Variable Credit
See the Department Chairperson.
English For Speakers Of Other Languages (ESOL)

ESL 100  English for Speakers of Other Languages-Intermediate II: Reading Focus 4 Credits
This course emphasizes the development of reading comprehension of authentic, non-fiction material at the upper intermediate level and includes vocabulary study and discussions of current events in relation to American culture. Class and small group instruction. Six class hours. Offered both Fall and Spring Semesters. Prerequisite: Placement at high intermediate level on proficiency tests.

ESL 120  English for Speakers of Other Languages-Intermediate II: Integrated Skills 7 Credits
This course is designed to promote fundamental fluency in all skills through massive amounts of extensive reading, writing, and oral activities, where the primary emphasis is on meaning. Students will read novels and write and revise a semester-long project on topics of a personal nature. Discussion, small group work, and email will play important roles. Nine class hours. Prerequisite: Placement at high intermediate level on proficiency tests.

ESL 125  English for Speakers of Other Languages: Multi-Skills I 3 Credits
This course at the upper intermediate level aims to develop fluency in all skills through extensive reading, writing, and discussion. Internet resources will be used. Six class hours; offered evenings only. Prerequisite: Placement at high intermediate level on proficiency tests.

ESL 128  English for Speakers of Other Languages: ESL Through Computers 2 Credits
A course at the intermediate level that encourages the development of all skills with a focus on using computers and the emerging technologies, including word processing, e-mail, Internet research/news, CD-ROM's, scanners, and presentation programs. The course will culminate in individual multimedia presentations. Two laboratory hours. Corequisite: ESL 100 or higher, or permission of program coordinator.

ESL 130  English for Speakers of Other Languages-Advanced I: Integrated Skills 7 Credits
This course builds on the fluency gained in ESL 120. It is designed to promote the development of clarity and completeness in students' oral and written expression by massive amounts of extensive reading. Students will carry out a written research project related to a theme of their own choosing. The project will bring together data collected through library research and interviews.

ESL 138  English for Speakers of Other Languages: Pronunciation 2 Credits
Awareness-raising of major pronunciation difficulties encountered by non-native speakers of English with opportunities for individual and group practice of specific aspects which hinder communication. Two class hours. Prerequisite: Placement at high intermediate level on proficiency tests, or permission of program coordinator.

ESL 145  English for Speakers of Other Languages - Multi-Skills II 4 Credits
A course at the higher level, that stresses the development of all skills, with particular emphasis on reading and writing. Instruction in a class and workshop setting, with special attention to individual needs. Placement at low-advanced level on proficiency tests required. Subsequent enrollment in ESL courses is determined by instructor recommendation or by testing. Five class hours; offered evenings only. Prerequisite: Grade of C- or higher in ESL 125, or placement at low-advanced level on proficiency test, or permission of Program Coordinator.

ESL 158  English for Speakers of Other Languages: Oral Communication 3 Credits
A course emphasizing the skills needed for effective communication in social and academic settings. Students will improve listening skills and oral fluency through discussion, role play, interviews, oral presentations, and aural activities using various media. Four class hours including class and small group instruction. Prerequisite: Placement at the low advanced level on proficiency tests, or permission of program coordinator.

ESL 201  English for Speakers of Other Languages-Advanced II: Reading/ Writing 4 Credits
This course emphasizes the continuing development of reading and writing through the process approach. It includes informal writing, paraphrasing, summarizing, as well as essay writing. Students will focus on revising their writing and editing for correctness. Five class hours. Prerequisite: Grade of C- or higher in ESL 130 or 145, or placement at Advanced Level on Proficiency Tests, or permission of program coordinator.

ESL 205  Introduction to Literature 3 Credits
An introduction to reading and analyzing these primary genres of literature: fiction, poetry, and drama. The course may also include creative nonfiction. Students will respond critically to readings of different historical and cultural contexts through class discussion and written work. These contexts may include different world views, politics, classes, ethnicity, races, genders, and sexual orientations. (SUNY-H)

ESL 206  Literary Focus 3 Credits
An introduction to reading and analyzing literature of special interest. The offerings vary each semester, but all focus on important themes and sub-genres in literature. Students will respond critically to fiction, poetry, and drama of different contexts through class discussion and written work. These contexts may include different world views, politics, classes, ethnicity, races, genders, and sexual orientations. Please see the Department's webpage for current offerings. Three class hours. (SUNY-H)

ESL 208  Literature of the Holocaust 3 Credits
A study of the Holocaust through a variety of genres, including poetry, novels, short stories, plays, memoirs, and children's literature, in order to gain a better understanding of the ideas presented by the Holocaust as a significant event in world history. Students will study the origins and development of the Holocaust and its political, cultural, economic, and social implications through the lenses of a variety of writers. (SUNY-H)

ESL 209  Detective Fiction 3 Credits
Students will read classic and contemporary short stories and novels in sub-genres including golden age, hard-boiled, and police procedural by such authors as Christie, Chandler, Conan Doyle, and Grafton. Students will study the origins and development of genre as a vehicle to examine historical, social, political, intellectual, and cultural contexts. (SUNY-H)

ESL 213  Shakespeare and the Movies 3 Credits
A study of the way the works of Shakespeare have been interpreted by filmmakers and how his works and themes have influenced directors. The goal is to show how fertile Shakespeare is for movie makers. Films will be shown in each class. This is not a class in Shakespeare, per se, but a class about movies. (SUNY-H)

ESL 221  Early British Literature 3 Credits
A survey of British literature from the early middle ages to the late eighteenth-century. Possible authors studied include Chaucer, Milton, Shakespeare, and Defoe. (SUNY-H)

ESL 224  English Literature 3 Credits
An introduction to reading and analyzing literature of special interest. The offerings vary each semester, but all focus on important themes and sub-genres in literature. Students will respond critically to fiction, poetry, and drama of different contexts through class discussion and written work. These contexts may include different world views, politics, classes, ethnicity, races, genders, and sexual orientations. Please see the Department's webpage for current offerings. Three class hours. (SUNY-H)
ENG 202 Modern British Literature 3 Credits
A survey of British literature from the late 18th Century to the present. Focus moves from romantic optimism and the belief in progress to the disillusionment produced by industrialism and global war. Three class hours. (SUNY-H)

ENG 203 American Literature to 1865 3 Credits
A survey of American literature from the celebration of the new land in the Colonial Period to the Civil War. Readings and discussion focus on writers such as Franklin, Hawthorne, Poe, Emerson, Thoreau, Melville, Whitman, and Dickinson. Fall semester only. Three class hours. (SUNY-H)

ENG 204 American Literature Since 1865 3 Credits
A survey of American literature from the Civil War to the present, focusing on the changing values of an increasingly technological society. Includes the major literary philosophies of the time through writers such as Crane, Hemingway, Faulkner, Baraka, and O’Connor. Three class hours. (SUNY-H)

ENG 208 Literature of the Bible 3 Credits
A study of the rich literary heritage found in both Hebrew and Christian scripture. The course focuses on such types as: saga, short story, poetry, gospel narrative and apocryphal writings. Themes include the human struggle to understand the Divine and the nature of good and evil. Three class hours. (SUNY-H)

ENG 209 Twentieth Century Novel 3 Credits
A study of themes, techniques, and cultural contexts of selected 20th century novels. The course explores eternal human values expressed in the novels such as love, honor, pride, sacrifice and endurance. Representative international authors may include Achebe, Baldwin, Cather, Garcia, Marquez, Hesse, Lessing, Markandaya, Joyce and Kafka. Three class hours. (SUNY-H)

ENG 210 Literature of the Black Experience 3 Credits
Provides insight into the Black experience through the writings of such representative authors as Dumas, Pushkin, DuBois, Hughes, Wright, Ellison, Cleaver, and Baldwin. Three class hours. (SUNY-H)

ENG 214 The Short Story 3 Credits
A study of the development of the short story as a distinctive literary form. Includes writers such as Chekhov, Poe, Hemingway, Updike, Carver, O’Connor and Barthelme. Three class hours. (SUNY-H)

ENG 215 Children’s Literature 3 Credits
A survey of classic and contemporary children’s works from Aesop to Rowling. Students will analyze a variety of different genres such as fables, poems, myths, fairy tales, picture books, and novels with themes such as evil, escape, individuality, and the demands of society. Critical approaches such as historical, psychological, feminist, and Marxist theories may be discussed and applied to texts. Three class hours. (SUNY-H)

ENG 216 American Minorities in Literature 3 Credits
A study of authors whose literature provides a minority view of American life. Includes authors of African-American, Native American, Latino and Asian heritage, such as Hughes, Giovanni, Momaday, Storm, Thomas, Perea, Yutang, Mori. Three class hours. (SUNY-H)

ENG 217 Women in Literature 3 Credits
Literature in which the roles of women are significant and help explain contemporary attitudes. The works for reading and discussion are selected from many cultures, and cover the period from Biblical to modern times. Three class hours. (SUNY-H)

ENG 218 Introduction to Shakespeare 3 Credits
Reading and discussion of eight or nine plays that have been considered the greatest ever written. Buffoons, gravediggers, shrews, kings, and tender lovers express themes of power, revenge, love, jealousy, ambition, betrayal and mysticism. Three class hours. (SUNY-H)

ENG 220 Introduction to Dramatic Literature 3 Credits
A survey of drama from the ancient Greeks to the end of the 20th century, with emphasis on dramatic structure and style. The readings may include international writers such as Aristophanes, Marlowe, Goldsmith, Ibsen, O’Neill, Fugard and Childress. Three class hours. (SUNY-H)

ENG 221 American Minorities in Literature 3 Credits
A study of authors whose literature provides a minority view of American life. Includes authors of African-American, Native American, Latino and Asian heritage, such as Hughes, Giovanni, Momaday, Storm, Thomas, Perea, Yutang, Mori. Three class hours. (SUNY-H)

ENG 222 Literature of Horror 3 Credits
Students will read classic, modern, and contemporary short stories and novels, with an emphasis on the historical development of the genre. Attention will be given to supernatural, psychological, and allegorical themes and tropes in such fiction, as well as relevant social and historical background information. The course will center on written fiction, with occasional reference to horror in films and other media. Three class hours. (SUNY-H)

ENG 223 Science Fiction 3 Credits
Reading, discussion, and written analysis of speculative fiction novels and short stories about human beings experiencing the changes resulting from science and technology. Representative authors from Shelley and Wells, through Clarke and Heinlein, to LeGuin and Delany. Three class hours. (SUNY-H)

ENG 224 Literature of Horror 3 Credits
Course focuses on written analysis, oral discourse, evaluation, argument and research. Assignments develop depth and proficiency in using language. Basic composition skills are assumed. (Can be taken in place of ENG 101 to satisfy the composition requirement for graduation.) This course may not be taken concurrently with ENG 101. Three class hours. (SUNY-BC)
ENG 213 Creative Writing* 3 Credits
A workshop approach for students interested in doing original writing of short fiction, poetry, and drama. Emphasis is on reading and analytical discussion of students’ work. Three class hours. (SUNY-A)

ENG 250 Practical Communication* 3 Credits
Concentration on professional business and professional communication skills, including writing, speaking, and listening. Emphasis is on clarity, organization, format, appropriate language, and consideration of audience, for both written and oral assignments. Three class hours. (SUNY-BC)

Prerequisite: ENG 101 with a grade of C or better or ENG 200 with a grade of C or better.

ENG 251 Technical Communication* 3 Credits
Concentration on the writing and speaking skills necessary for the technologies. Emphasis is on preparation, organization, audience, and the effective use of format, supplements, and visuals. Accuracy, clarity, economy, and precision are stressed, for both written and oral assignments. Three class hours. (SUNY-BC)

Prerequisite: ENG 101 with a grade of C or better or ENG 200 with a grade of C or better.

*These courses do not fulfill the requirements for a Literature elective.

Film Studies

FILM STUDIES COURSES
(see Speech and Theatre)

Fire Protection Technology

FPT 101 Introduction to Fire Protection Technology 3 Credits
A basic survey course of the entire medium of fire protection, fire prevention and fire extinguishment. The application of scientific principles to the studies of fire protection technology and development of career positions in the discipline for the individual are important goals in this course. Fall semester only. Three class hours.

FPT 102 Fire Prevention and Inspection 3 Credits
The fundamental requirements of fire prevention. This course emphasizes the laws applied to fire prevention, including federal fire safety requirements for industry and commerce, solving technical problems encountered, recognition of hazards, prevention of fires and inspection techniques. Special attention is applied to life safety from fire in the home, school, public assembly, and all other places where people are assembled and endangered by fire. Fall semester only. Three class hours.

FPT 103 Building Materials and Construction 3 Credits
Fundamentals of building construction methods and materials of construction. The approach is to study the stability of buildings and materials under fire conditions. The emphasis is upon safety under fire conditions and the technology of limiting fire spread in new and existing buildings. Three class hours.

FPT 104 Fire Suppression Technology 3 Credits
A course illustrating the physical and chemical aspects of fire suppression technology. The student will pursue a detailed study of the chemistry of fire, along with modern methods of fire suppression, tactical decisions and post fire analysis. Spring semester only. Three class hours.

FPT 105 Building Materials and Construction 3 Credits
A course providing a comprehensive overview of building construction materials, systems, codes, and design. (SUNY-BC)

Prerequisite: FPT 103 with a grade of C or better or ENG 200 with a grade of C or better.

FPT 106 Fire Suppression Technology 3 Credits
This course introduces the fundamentals of fire suppression technology, including fire suppression equipment, fire detection systems, and fire suppression systems. (SUNY-BC)

Prerequisite: FPT 104 with a grade of C or better or ENG 200 with a grade of C or better.

FPT 107 Introduction to the New York State Building Code 3 Credits
A course to acquaint the student with the New York State Uniform Fire Prevention and Building Construction Code and supporting reference standards. Students will be presented an overview of the code and will be able to confidently research design and modification issues pertaining to new construction, new use, remodeling, renovations, alterations, and repairs to buildings using the current New York State Building Construction Code. Three class hours.

FPT 108 Fire Suppression Technology 3 Credits
A course to provide a thorough understanding of fire protection systems, including fire detection, fire suppression, and firefighting. (SUNY-BC)

Prerequisite: FPT 104 with a grade of C or better or ENG 200 with a grade of C or better.

FPT 109 Building Materials and Construction 3 Credits
A course to study the fundamentals of building construction materials, systems, codes, and design. (SUNY-BC)

Prerequisite: FPT 103 with a grade of C or better or ENG 200 with a grade of C or better.

FPT 110 Fire Suppression Technology 3 Credits
A course to provide a comprehensive overview of fire protection systems, including fire detection, fire suppression, and firefighting. (SUNY-BC)

Prerequisite: FPT 104 with a grade of C or better or ENG 200 with a grade of C or better.

FPT 111 Firefighter I 5 Credits
This course gives the firefighter the basic skills and education to work safely and effectively as a member of a fire fighting team. Topics include fire behavior, safety practices, use of self-contained breathing apparatus, personal protective equipment, use of fire-fighting appliances, hazardous materials first response at the operations level, and working as part of a fire-fighting team. Five class hours.

FPT 112 Firefighter II 2 Credits
This 30 hours of advanced fire fighting is specifically designed to provide structural firefighters with the higher level of skills and knowledge required to handle fires in commercial, residential and institutional properties. Both hands-on use of fire training simulators and classroom presentations will be provided to the students. The classroom presentation will familiarize students with building construction, fire service hydrants, chemistry of fire, foam systems, fire detection, and tactical considerations in suppression. The hands-on application will consist of conducting advanced rescue techniques, room and content fire suppression in commercial and residential environments, application of fire fighting foams, and sprinkler systems application. Students will also be presented with flashover simulations and re-ignition of fires.

Prerequisite: FPT 111

FPT 113 Firefighter II 2 Credits
This course is designed to provide an overview of the fundamentals of fire protection technology and the application of firefighting techniques. The course will include lectures, demonstrations, and hands-on training. The student will be provided with the necessary skills to perform basic firefighting operations. (SUNY-BC)

FPT 114 Firefighter III 2 Credits
This course is designed to provide an in-depth study of advanced firefighting techniques, including the use of specialized equipment and tactics. The course will include lectures, demonstrations, and hands-on training. The student will be provided with the necessary skills to perform advanced firefighting operations. (SUNY-BC)

FPT 115 Firefighter IV 2 Credits
This course is designed to provide an advanced level of instruction in firefighting techniques, including the use of specialized equipment and tactics. The course will include lectures, demonstrations, and hands-on training. The student will be provided with the necessary skills to perform advanced firefighting operations. (SUNY-BC)

FPT 116 Firefighter V 2 Credits
This course is designed to provide an advanced level of instruction in firefighting techniques, including the use of specialized equipment and tactics. The course will include lectures, demonstrations, and hands-on training. The student will be provided with the necessary skills to perform advanced firefighting operations. (SUNY-BC)

FPT 117 Rescue Strategy and Tactics 3 Credits
This course presents the strategies and tactics most commonly encountered by fire rescue professionals. Topics include mental and emotional crises of rescue, rescue tools and equipment, special rescue situations, and rescue operations management. Forty class hours, thirty laboratory hours.

FPT 118 International and Domestic Terrorism 3 Credits
A course designed to acquaint the student with the major issues in the growing threat of global terrorism. The student will be presented an overview of the history and development of terrorism, types of terrorism, terrorist groups, psychology of terrorism, structure and dynamics of terrorist groups, terrorists techniques, financing of terrorism, the media and terrorism, legal issues, and terrorism of the future. Three class hours.

FPT 119 Basic ARFF Class 2.5 Credits
This Basic Aircraft Rescue and Fire Fighting (ARFF) class is specifically designed to provide new airport firefighters with the basic skills and knowledge required to handle aircraft crashes and conduct fire suppression operations as they relate to rescue and fire extinguishment. Both hands-on use of the aircraft fire training simulators and classroom presentations will be provided to the students. The classroom presentation will provide familiarization of chemistry of fire, fire extinguishing agents, the Incident Management System (IMS), airport familiarization, aircraft types and familiarization, hazardous materials and cargo handling, and pre-incident planning/post incident operations. The skills application session will consist of conducting advanced rescue techniques, fire suppression operations in an aviation environment, application of firefighting foams on flammable liquids, and specialized apparatus and equipment operations. Forty class hours.

FPT 120 Aircraft Fuel Spill Fire Fighting .5 Credits
This course provides firefighters with the knowledge and skills to extinguish aircraft fuel spill fires, utilizing both classroom and live-fire extinguishment simulation. This course exceeds FAR 139 annual requirements for live fire training. Must have firefighter certification. Eight class hours.

FPT 121 Specialized Aircraft Fire Fighting .5 Credits
This course provides firefighters with the knowledge and skills to extinguish specialized aircraft fires, including fires in the cockpit, cabin, lavatory, engine, and brakes. This course utilizes both classroom and live fire extinguishment simulation. This course exceeds FAR 139 annual requirements for live fire training. Eight class hours.
FPT 136  Specialized Aircraft Fire Fighting  .5 Credits
This course provides firefighters with the knowledge and skills to extinguish specialized aircraft fires, including fires in the cockpit, cabin, lavatory, engine, and brakes. This course utilizes both classroom and live-fire extinguishment simulation. This course exceeds FAR 139 annual requirements for live fire training. Must have firefighter certification. Eight class hours.

FPT 141  Firefighter Core Competencies Update and Refresher I  2 Credits
This course is part of a four-course sequence which provides a systematic course of study to assist firefighters to maintain their proficiency in core competencies and knowledge. It also provides a means to integrate technological advances in the various disciplines involved in firefighting with the student’s existing knowledge and skills. Completion of the four-course sequence meets requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Prerequisite: FPT 113 or equivalent.

FPT 142  Firefighter Core Competencies Update and Refresher II  2 Credits
This course is one of four courses which, taken together, provides a systematic plan of study to assist firefighters to maintain their proficiency in core competencies and knowledge. Successful completion of the four courses meets the requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Two class hours. Prerequisite: FPT 113 or equivalent.

FPT 143  Firefighter Core Competencies Update and Refresher III  2 Credits
This course is one of four courses which, taken together, provides a systematic plan of study to assist firefighters to maintain their proficiency in core competencies and knowledge. Successful completion of the four courses meets the requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Two class hours. Prerequisite: FPT 113 or equivalent.

FPT 144  Firefighter Core Competencies Update and Refresher IV  2 Credits
This course is part of a four-course sequence which provides a systematic plan of study to assist firefighters to maintain their proficiency in core competencies and knowledge. Completion of the four-course sequence meets requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Two class hours. Prerequisite: FPT 113 or equivalent.

FPT 211  Fire Investigation: Cause and Origin  3 Credits
A broad study of fire investigation is presented. The means to identify the origin and cause of a fire, properly conduct a fire scene investigation, and understand arson laws are emphasized. Topics include fire behavior, determining point of origin, ignition sources, fire scene investigation, and legal aspects of the discipline. Three class hours. Prerequisite: FPT 148 or permission of instructor.

FPT 213  Automatic Sprinkler and Standpipe Systems  3 Credits
Basic principles of the design, operation and maintenance of the various types of fire protection systems. Includes automatic sprinkler systems, standpipes, fire and smoke detection systems, and explosion suppression systems. Three class hours.

FPT 220  Fire Officer I  1.5 Credits
This course is designed to assist the new and prospective fire officer in developing the necessary skills to effectively lead and manage a fire department in today’s rapidly changing environment. Topics covered include leadership and management, responsibilities of the company officer, political and legal issues facing the fire service, incident management, fire service organization, health and safety issues, emergency responses, and strategy and tactics. Twenty-seven lecture hours.

FPT 222  Fire Officer II  2 Credits
This course is designed to introduce the student to the role of fire officer and the advanced leadership and management strategies needed to effectively lead and manage a fire department in today’s rapidly changing environment. Topics covered include advanced leadership and management, responsibilities of the company officer, political and legal issues facing the fire service, incident management, fire service organization, health and safety issues, emergency responses, and strategy and tactics. Thirty-two lecture hours.

FPT 230  Advanced Aircraft Rescue Firefighting  2.5 Credits
This class is designed to enhance the skills of the basic ARFF firefighter. This training will place the firefighter above the minimum requirements and provide multi-faceted skills required to meet aviation fire protection demands. An extensive use of the aircraft fire training simulators and classroom presentations will be provided. The student will be introduced to rescue systems and equipment, tools and apparatus, airport facilities, chemistry of fire, foam systems, Incident Management System (IMS), and strategies and tactical considerations in fire suppression operations. The hands-on sessions will consist of conducting advanced rescue techniques and extraction of trapped victims, firefighting foams and mass applications, motor vehicle fires, structural fires suppression operations, water rescue, and advanced aircraft fire suppression. Forty class hours. Prerequisite: FPT 130 or equivalent combination of training and experience.

FPT 290  Independent Study Variable Credit
See the Department Chairperson.

HSE 101  Introduction to Occupational Health and Safety  3 Credits
An introductory course in the occupational health, safety, and environmental principles. Topics include safety programs, regulatory issues, OSHA General Industry Standards and compliance, hazard identification and control, industrial hygiene, ergonomics and other special topics. Three class hours.

Food Service Administration

FSA 103  Culinary Arts I: Fundamentals of Food Preparation  5 Credits
The course covers instructions in the foundations of culinary arts, including food theory, demonstrations and hands-on cooking. Students will engage in various food preparation techniques and will sample their culinary creations. Eight lecture/laboratory hours per week for one semester. Co-requisite: FSA 106

FSA 106  Food Safety and Sanitation  1 Credit
Basic sanitation principles, ways to apply the principles in practical situations, and methods for training and motivating food service personnel to follow good sanitation practices. Certification is awarded by the National Education Foundation of the National Restaurant Association upon successful completion of the national examination. One class hour.

FSA 107  Menu Planning  3 Credits
A hands-on approach to planning, creating, and maintaining effective menus. Discussions include menu items and placement, food costing and creative menu designs for visual appeal. Menu planning and design software may be utilized. Three class hours. Prerequisite: MCC math placement level 2 or higher, or TRS 092 with a grade of C or higher.

FSA 108  Principles of Healthy Cooking  3 Credits
Through this combination lecture and hands-on laboratory course, students will become familiar with basic nutrition principles upon which healthy menus can be built. Students will learn techniques and ingredient selection for preparing healthy classical and modern cuisine, as well as how to analyze and modify the nutrient content of recipes.

FSA 110  Principles of Baking-Bread Products and Cookie Doughs  3 Credits
This course covers instruction in the foundations of baking including theory, demonstrations and hands-on cooking. Students will engage in various bread and cookie preparation techniques including quick breads, yeast breads, enriched and laminated doughs, as well as a variety of cookie mixing methods. They will sample and critique their culinary work.

FSA 111  Principles of Baking-Pastries and Confections Products  3 Credits
This course covers instruction in the foundations of baking and confectionery, including theory, demonstrations and hands-on cooking. Students will explore various pastry preparation and cooking techniques, as well as a variety of confections, pies,
tarts, syrups, icings, sauces, custards, creams, and chocolates. They will sample and critique their culinary work.

FSA 117 Basic Consumer Nutrition 3 Credits
A lecture course that will present information on nutrients and their use by the body. Topics include digestion, usage of nutrients, consequences of nutrient deficiencies or excesses, energy production and analysis of individual diets. Current research is integrated into the course. Depending on program requirements, this course may meet both Food Service (FSA 117) or Natural Science (BIO 117) elective or course requirement. A student may earn credit for BIO 117 or FSA 117, but cannot earn credit for both courses because they are equivalent courses. Three class hours.

FSA 203 Culinary Arts II: Advanced Food Preparation 5 Credits
A laboratory class in which the students supervise and run “The-Heart-of-the-House” commercial kitchen. Opportunities to practice “Back-of-the-House” management skills and menu development is employed here. The students will rotate job responsibilities between two kitchens to ensure familiarity of every facet of the operation and produce food for real diners. Ten laboratory hours.

FSA 209 Bar Management 3 Credits
An overview of the entire beverage industry, including alcoholic and nonalcoholic beverages, is provided. Discussions include the study of beverage operations and their laws. Purchasing, storage, handling, pricing, as well as service techniques are covered. Spring Semester only. Three class hours.

Foreign Language/Arabic

ARA 101 Elementary Arabic I 3 Credits
Designed for students with little or no previous experience in the language. Focuses on communicative skills of listening comprehension and speaking, and in developing mastery of the Arabic writing system for basic reading and writing of simple sentences and short paragraphs. Arabic letters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations. Students will also learn customs, traditions, and culture of Arabic speaking countries. Student participation, group discussion and use of digital media are essential elements of the course. Three class hours. (SUNY-FL)

ARA 102 Elementary Arabic II 3 Credits
Continuation of ARA 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Arabic culture. Student participation, group discussion and the use of digital media are essential elements of the course. Three class hours. (SUNY-FL)

Prerequisite: ARA 101 or equivalent or permission of instructor. Memory and length of time since last studied are factors in successful placement.

Foreign Language/Chinese

CHI 101 Elementary Chinese I 3 Credits
Designed for students with little or no previous experience in the language. Focuses on communicative skills of listening comprehension and speaking, and in developing mastery of the Chinese writing system for basic reading and writing of simple sentences and short paragraphs. Pin yin and Chinese characters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations. Students will also learn Chinese customs, traditions, and culture. Three class hours. (SUNY-FL)

CHI 102 Elementary Chinese II 3 Credits
A continuation of CHI 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Chinese culture. Three class hours. (SUNY-FL)

Prerequisite: CHI 101, the equivalent or permission of the instructor. Memory and length of time since last studied are factors in successful placement.

CHI 103 Intermediate Chinese I 3 Credits
Continued study in Chinese for those with a firm foundation in elementary Chinese communication, written and oral. Grammar and vocabulary are continued at a higher level so that the student develops strong reading and writing skills in order to create complex sentences and short paragraphs. In this class, the
student will attain oral and listening skills to successfully function in a variety of daily situations. Cultural topics are included in the study of grammar and structure. Memory and length of time since last studied are factors in successful placement. (SUNY-FL) 
Prequisite: CHI 102, or successful completion of equivalent, or permission of the instructor

CHI 221 Chinese Culture on Location 3 Credits

This course is designed to provide the opportunity to see and experience the richness of China through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to the trip will focus on topics that will help the student to prepare for the experience, and meetings after the trip will provide a time for debriefing, reporting, evaluation and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof. Three class hours; a total of 35 experiential hours. Offered Intersession, Spring, and Summer Semesters.

Foreign Language/French

FRE 101 Elementary French I 3 Credits

Designed for students with no previous experience in the language with focus on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development. FRE 111 is strongly recommended for oral fluency, especially for students transferring to four-year institutions. Three class hours. [SUNY-FL]

FRE 102 Elementary French II 3 Credits

Continuation of FRE 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of French culture. FRE 112 is strongly recommended as a companion course to develop oral fluency, especially for students transferring to four-year institutions. Three class hours. (SUNY-FL) Prequisite: FRE 101 or one year high school French or equivalent.

FRE 103 Intermediate French I 3 Credits

Communication skills in French for students with limited experience in the language. Cultural topics are included in the development of practical language skills of listening comprehension, speaking, reading and writing. A companion course, FRE 113 is strongly recommended for improving oral fluency, especially for students transferring to four-year institutions. Three class hours. (SUNY-FL) Prequisite: FRE 102 or two years high school French or equivalent.

FRE 104 Intermediate French II 3 Credits

Continuation of FRE 103 with an emphasis on the development of linguistic skills and cultural understanding for students with some competency in the language. The companion course FRE 114 is strongly recommended for improving oral fluency, especially for students transferring to four-year institutions. Three class hours. (SUNY-FL) Prequisite: FRE 103 or three years of high school French or equivalent.

FRE 111 Elementary French Conversation I 2 Credits

Intensive participation in the spoken language to develop and improve oral fluency in conversation. Strongly recommended as a companion course to FRE 101 especially for students transferring to four-year institutions. Two class hours. Conquisite: FRE 101, or some previous study of French.

FRE 112 Elementary French Conversation II 2 Credits

Intensive participation in the spoken language to develop and improve oral fluency in conversation, especially for students transferring to four-year institutions. Two class hours. Prequisite: FRE 102 taken concurrently, or one year high school language, or FRE 101.

FRE 113 Intermediate French Conversation I 2 Credits

Intensive participation in the spoken language to develop and improve oral fluency in conversation, especially for students transferring to four-year institutions. Two class hours. Prequisite: FRE 103 taken concurrently, or two years high school language, or FRE 102.

FRE 114 Intermediate French Conversation II 2 Credits

Intensive participation in the spoken language to develop and improve oral fluency in conversation, especially for students transferring to four-year institutions. Two class hours. Prequisite: FRE 104 taken concurrently, or three years high school language, or FRE 103.

FRE 205 Contemporary French Conversation I 3 Credits

Intensive participation in the spoken language for students with sufficient experience in the language to discuss current topics. Three class hours. Prequisite: FRE 104 or four years of high school French or equivalent.

FRE 206 Contemporary French Conversation II 3 Credits

Continuation of FRE 205. Spring semester only. Three class hours. Prequisite: FRE 205 or equivalent.

FRE 207 Cinema for French Conversation 3 Credits

In this course, students will improve their French conversational skills through the discussion of films in French. Student presentations will help the student improve their public speaking skills. In addition, the students will improve their listening comprehension through exposure to native speech. The films will introduce students to culture, some history, vernacular speech and regional accents. This course offers a new and different vision of language learning and use. The films serve as a catalyst for thought provoking cultural and linguistic examination. This offers the students the ability to express themselves and to expose themselves to the diversity of cultures in the many French speaking countries. The students will broaden their knowledge and analyze, compare and enrich their vocabulary and hone their analytic and critical thinking skills through their enhancement, solidification of the acknowledge of the language, and its variety of uses. Prequisite: FRE 104, or excellence in High School French 5, or the equivalent, or permission of the instructor.

FRE 221 Francophone Culture On Location 3 Credits

This course is designed to provide the opportunity to see and experience the richness of a French speaking country through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to the trip will focus on topics that will help the student to prepare for the experience, and meetings after the trip will provide a time for debriefing, reporting, evaluation, and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof.

Foreign Language/ German

GER 101 Elementary German I 3 Credits

Designed for students with no previous experience in the language. Focuses on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development. GER 111 is strongly recommended for oral fluency especially for students transferring to four-year institutions. Three class hours. (SUNY-FL)

GER 102 Elementary German II 3 Credits

Continuation of GER 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of German culture. Three class hours. (SUNY-FL) Prequisite: GER 101 or one year high school German or equivalent.
**GER 103 Intermediate German I 3 Credits**
Fundamentals of German for students with limited experience in the language. Cultural topics are included in the study of grammar and structure. Three class hours. (SUNY-FL)
Prerequisite: GER 102 or two years high school German or equivalent.

**GER 104 Intermediate German II 3 Credits**
Fundamentals of German for students with some experience in the language. Cultural topics are included in the study of grammar and structure. Three class hours. (SUNY-FL)
Prerequisite: GER 103 or three years of high school German or equivalent.

**GER 111 Elementary German Conversation I 2 Credits**
Intensive participation in the spoken language to develop and improve oral fluency in conversation, especially for students transferring to four-year institutions. Two class hours. Co-requisite: GER 101, or some previous study of German.

**GER 221 Germanic Culture on Location 3 Credits**
This course is designed to provide the opportunity to see and experience the richness of a German-speaking country through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to the trip will focus on topics that will help the student prepare for the experience, and meetings after the trip will provide a time for debriefing, reporting, evaluation and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof. Ten class hours, thirty-five experiential hours. Offered during Intersession, Spring and Summer Semesters.

**Foreign Language/Italian**

**ITA 101 Elementary Italian I 3 Credits**
Designed for students with no previous experience in the language. Focuses on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development. ITA 101 is strongly recommended for oral fluency especially for students transferring to four-year institutions. Three class hours. (SUNY-FL)

**ITA 102 Elementary Italian II 3 Credits**
Continuation of ITA 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of Italian culture. ITA 112 is strongly recommended as a companion course to develop oral fluency especially for students transferring to four-year institutions. Three class hours. (SUNY-FL)
Prerequisite: ITA 101 or one year of high school Italian or equivalent.

**ITA 103 Intermediate Italian I 3 Credits**
Continued study of grammar and structure with the emphasis on oral expression, cultural topics are included. Three class hours. (SUNY-FL)
Prerequisite: ITA 102 or two years high school Italian or equivalent.

**ITA 111 Elementary Italian Conversation I 2 Credits**
Intensive participation in the spoken language to develop and improve oral fluency in conversation. Strongly recommended as a companion course to ITA 101 especially for students transferring to four-year institutions. Two class hours. Corequisite: ITA 101.

**ITA 112 Elementary Italian Conversation II 2 Credits**
Intensive participation in the spoken language to develop and improve oral fluency in conversation, especially for students transferring to four-year institutions. Two class hours.
Prerequisite: ITA 102 taken concurrently, or one year high school language, or ITA 101.

**ITA 207 Cinema for Italian Conversation 3 Credits**
In this course, students will improve their Italian conversational skills through the discussion of films in Italian. Student presentations will help the students improve their public speaking skills. In addition, students will improve their listening comprehension through exposure to native speech. The films will introduce students to culture, some history, vernacular speech and regional accents. This course offers a new and different vision of language learning and use. The films serve as a catalyst for thought provoking cultural and linguistic examination. This offers the students the ability to express themselves and to expose themselves to the rich culture of Italy. The students will broaden their knowledge and analyze, compare and enrich their vocabulary and hone their analytic and critical thinking skills through their enhancement, solidification of the knowledge of the language, and its variety of uses. Three class hours. Offered Fall, Spring and Summer Semesters. (SUNY-FL)
Prerequisite(s): ITA 103, or excellence in high school Italian 5, the equivalent, or permission of instructor.

**ITA 221 Italian Culture on Location 3 Credits**
This course is designed to provide the opportunity to see and experience the richness of Italy through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to the trip will focus on topics that will help the student prepare for the experience, and meetings after the trip will provide a time for debriefing, reporting, evaluation, and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof. Three class hours. (SUNY-FL)

**HBR 102 Elementary Modern Hebrew II 3 Credits**
Continuation of HBR 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Israeli and Jewish cultures. (SUNY-FL)
Prerequisite: HBR 101 or two years high school Hebrew or equivalent.

**HBR 221 Israeli Culture on Location 3 Credits**
This course is designed to provide the opportunity to see and experience the history and culture of Israel through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to, or during, the trip will focus on topics that will help the student prepare for and enjoy the experience. Meetings after the trip will provide a time for debriefing, reporting, evaluation and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof. Ten class hours, thirty-five experiential hours. Offered during Intersession, Spring and Summer Semesters.
Foreign Language / Japanese

JPN 101 Elementary Japanese I 3 Credits
Designed for students with little or no previous experience in contemporary Japanese. Emphasizes oral communication and listening comprehension skills. Also focuses in developing mastery of the Japanese writing system for basic reading and writing of simple sentences and short paragraphs. Hiragana, Katakana and Kanji characters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations. Students will also learn Japanese customs, traditions and culture. Three class hours. Offered Fall, Spring and Summer Semesters. (SUNY-FL)

JPN 102 Elementary Japanese II 3 Credits
Students will continue strengthening their communicative skills (pronunciation, syllable stress) and writing skills using the Japanese writing system (Hiragana, Katakana and Kanji characters) that are necessary for reading and writing simple sentences and short paragraphs. Grammatical structures will be taught so that students will be able to communicate correctly, both orally and in written form in the most essential everyday life situations. Students will also learn Japanese customs, traditions, and culture associated with major life events, holidays and social interactions. Three class hours. Offered Fall, Spring and Summer Semesters. (SUNY-FL)

JPN 103 Intermediate Japanese I 3 Credits
Continued study in Japanese for those with a firm foundation in elementary Japanese communication, written and oral. Grammar and vocabulary are continued at a higher level so that the student develops strong reading and writing skills in order to create complex sentences and short paragraphs. In this class, the student will attain oral and listening skills to successfully function in a variety of daily situations. Cultural topics are included in the study of grammar and structure. Memory and length of time since last studied are factors in successful placement. (SUNY-FL)

JPN 104 Intermediate Spanish I 3 Credits
Designed for students with little or no previous experience in the language who wish to move at a faster pace than is permitted by SPA 101 and SPA 102 courses, or for those who have taken one or more years of Spanish previously and wish to review and practice basic Spanish at a quickened pace. Focuses on communicative skills of listening comprehension, speaking, reading and writing. Includes high frequency vocabulary, basic constructions, common phrases and cultural aspects. Also stresses student participation in skills development. A companion course, SPA 111, is strongly recommended for improving comprehension and oral fluency especially for students transferring to a four-year institution. Three class hours. (SUNY-FL)

JPN 105 Intermediate Spanish II 3 Credits
Continuation of SPA 104 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of Hispanic cultures. A companion course, SPA 114, is strongly recommended for improving comprehension and oral fluency, especially for students transferring to a foreign language. Three class hours. (SUNY-FL)

SPA 101 Elementary Spanish I 3 Credits
Designed for students with little or no previous experience in the language. Focuses on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development. SPA 111 is strongly recommended for improving comprehension and oral fluency especially for students transferring to a four-year institution. Three class hours. (SUNY-FL)

SPA 102 Elementary Spanish II 3 Credits
Continuation of SPA 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of Hispanic cultures. A companion course, SPA 112, is strongly recommended for improving comprehension and oral fluency, especially for students transferring to a four-year institution. Three class hours. (SUNY-FL)

SPA 103 Intermediate Spanish I 3 Credits
Continued study in Spanish for those with a firm foundation in elementary Spanish communication, written and oral. Grammar and vocabulary are continued at a higher level. Cultural topics are included in the study of grammar and structure. A companion course, SPA 113, is strongly recommended for improving comprehension and oral fluency, especially for students transferring to foreign language. Three class hours. (SUNY-FL)

SPA 104 Intermediate Spanish II 3 Credits
Continued study in Spanish for those with a firm foundation in intermediate Spanish through written and oral communication. Grammar and vocabulary are continued at a higher level. Cultural topics are included in the study of grammar and structure. A companion course, SPA 114, is strongly recommended for improving oral fluency, especially for students transferring to four-year institutions. Memory and length of time since last studied are factors in successful placement. Three class hours. (SUNY-FL)

SPA 105 Intermediate Spanish Conversation I 2 Credits
This is an introductory level one conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will learn and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on the linguistic achievement, their aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 101 taken concurrently, one year of language study or permission of instructor.

SPA 106 Intermediate Spanish Conversation II 2 Credits
This is an introductory level two conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will learn and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 102 taken concurrently, one to two years of previous language study or permission of instructor.

SPA 107 Intermediate Spanish Conversation III 2 Credits
This is an introductory level three conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will learn and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 103 taken concurrently, one to two years of previous language study or permission of instructor.

SPA 108 Intermediate Spanish Conversation IV 2 Credits
This is an introductory level four conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will learn and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 104 taken concurrently, one to two years of previous language study or permission of instructor.

SPA 109 Advanced Intermediate Spanish 4 Credits
This is an intermediate level conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will learn and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this intermediate level. Four class hours. Prerequisites: SPA 105 taken concurrently, one to two years of previous language study or permission of instructor.

SPA 110 Accelerated Elementary Spanish 6 Credits
Designed for students with no previous experience in the language who wish to move at a faster pace than is permitted by SPA 101 and SPA 102 courses, or for those who have taken one or more years of Spanish previously and wish to review and practice basic Spanish at a quickened pace. Focuses on communicative skills of listening comprehension, speaking, reading and writing. Includes high frequency vocabulary, basic constructions, common phrases and cultural aspects. Also stresses student participation in skills development. A companion course, SPA 111, is strongly recommended for improving comprehension and oral fluency especially for students transferring to a four-year institution. Six class hours. Offered Fall, Spring, and Summer semesters. (SUNY-FL)

SPA 111 Elementary Spanish Conversation I 2 Credits
This is an introductory level one conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will learn and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on their linguistic achievement, their aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 101 taken concurrently, one year of language study or permission of instructor.

SPA 112 Elementary Spanish Conversation II 2 Credits
This is an introductory level two conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will learn and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 102 taken concurrently, one to two years of previous language study or permission of instructor.

SPA 113 Intermediate Spanish Conversation I 2 Credits
A communicative approach to develop comprehension of the spoken language and ability to communicate with native speakers at the beginning intermediate level. Spanish spoken by native speakers from Spain and Latin America will be used to train students for real life communication appropriate for social and career related situations. To develop linguistic skills, intensive training in comprehension and communication will be enhanced by the use of videos, music and songs, audio cassettes.
SPA 114 Intermediate Spanish Conversation II
2 Credits

A communicative approach to develop comprehension of the spoken language and ability to communicate with native speakers at this intermediate level. Spanish spoken by native speakers from Spain and Latin America will be used to train students for real life communication appropriate for social and career related situations. To develop linguistic skills, intensive training in comprehension and communication will be enhanced by the use of videos, music and songs, audio cassettes and CD-ROM, as well as Internet. Language structures will be practiced in context using related text materials and culture, as well as topics of interest such as current events. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this intermediate level of communication. Two class hours. Prerequisites: SPA 103 taken concurrently, two to four years of previous language study or permission of instructor.

SPA 122 Elementary Spanish for Future Teachers I
3 Credits

This beginning course is designed for prospective elementary, secondary, and ESL teachers. The course is designed for those teachers who wish to acquire the beginning skills for communication with Spanish-speaking students and their parents. It is designed to teach the fundamental structure of the Spanish language while focusing on the need to communicate, and to provide increased awareness of the Hispanic culture. The course follows a sequence of grammatical, lexical and cultural development in combination with key phrases related to subject areas and administrative duties. (SUNY-FL)

SPA 123 Elementary Spanish for Future Teachers II
3 Credits

This beginning course is designed for prospective childhood, adolescent, and ESL teachers. This course is designed for those with minimal or no previous study of Spanish. The course is a continuation of SPA 122 and is designed for those teachers who wish to build on their beginning skills for communication with Spanish-speaking students and their parents. It is designed to expand one’s knowledge of the fundamental structure of the Spanish language while focusing on the need to communicate. The course follows a sequence of grammatical and vocabulary development in combination with key phrases related to subject areas and administrative duties. (SUNY-FL) Prerequisite: SPA 101, SPA 122, successful completion of the New York State Regents Exam, or equivalent, or permission of instructor.

SPA 131 Spanish for Careers
3 Credits

Conversational Spanish in basic communication for those engaged in careers or services dealing with the Spanish speaking community. Three class hours. (SUNY-FL)

SPA 132 Spoken Spanish for Careers II
3 Credits

Continuation of SPA 131. Conversational Spanish in basic communication for those engaged in careers or services dealing with the Spanish speaking community. Evenings, spring semester only. Three class hours. Prerequisite: SPA 131.

SPA 141 Spanish for the Health Professions
3 Credits

This course is designed for those in the health professions who wish to acquire the basic tools for effective communication with the Hispanic client. The language is taught in the context of specific situations with extensive practice and a minimal amount of grammar. The course also contains an important cultural component that will allow the student to gain a greater knowledge and understanding of Hispanics, and thus to create a better, safer, and productive environment. Three class hours. Prerequisite: SPA 104 taken concurrently; three or more years of previous language study or permission of instructor.

SPA 145 Spanish for Educators
3 Credits

This course is designed for teachers, administrators, and staff who are not fluent in Spanish, but wish to acquire the basic tools for effective communication with Hispanic students and parents. The language is taught in the context of specific situations with extensive practice and a minimal amount of grammar. The course also contains an important cultural component that will promote a greater awareness and understanding of Hispanics and their culture. Three class hours. Prerequisite: SPA 104, or a grade of B or better in high school Spanish 5, or permission of the instructor.

SPA 146 Advanced Conversational Spanish I
3 Credits

Intensive practice in oral communication at an advanced level. Current trends in spoken Spanish as expressed in contemporary situations. Three class hours. Prerequisite: SPA 104 or a grade of B or better in high school Spanish 5, or permission of the instructor.

SPA 201 Espana de ayer y de hoy
3 Credits

Through interactive lectures, video and use of the internet, students will gain an overview of contemporary Spain, the country and people viewed from historical and cultural perspectives. Use of the video series El espejo enterrado (The Buried Mirror) provides the student with the opportunity to develop aural skills to an advanced level. The internet will be used to access on-line newspapers, magazines, and a vast array of primary source materials to help develop reading skills and knowledge of specialized vocabulary, while engaging the student in a study of current events. This combination will guide the student to a working knowledge of Spain and to improved language comprehension and fluency. Three class hours. Prerequisite: SPA 104, or a grade of B or better in high school Spanish 5, or permission of the instructor.

SPA 202 Latinoamerica de ayer y de hoy
3 Credits

Through interactive lectures, video and use of the Internet, students will gain an overview of contemporary Latin America, the countries and peoples viewed from historical and cultural perspectives. Use of the video series El espejo enterrado (The Buried Mirror) provides the student with the opportunity to develop aural skills to an advanced level. The Internet will be used to access on-line newspapers, magazines, and a vast array of primary source materials to help develop reading skills and knowledge of specialized vocabulary, while engaging the student in a study of current events. This combination will guide the student to a working knowledge of Latin America and to improved language comprehension and fluency. Three class hours. Prerequisite: SPA 104, or a grade of B or better in high school Spanish 5, or permission of the instructor.
and different vision of language learning and use. The films serve as a catalyst for thought provoking cultural and linguistic examination. This offers the students the ability to express themselves and to expose themselves to the diversity of cultures in the many Spanish speaking countries. The students will broaden their knowledge and analyze, compare and enrich their vocabulary and hone their analytic and critical thinking skills through their enhancement, solidification of the knowledge of the language, and its variety of uses. (SUNY-FL)

Prerequisite: SPA 104, or excellence in High School Spanish 5, the equivalent, or permission of the instructor.

GEG 210  
Spanish Grammar and Structure I  
3 Credits
An intensive study at the advanced level. The grammar and structure of modern idiomatic Spanish with emphasis on oral and written comprehension based on contemporary literary materials and periodicals. Three class hours.
Prerequisite: SPA 104 or four years of high school Spanish or equivalent.

GEG 211  
Spanish Grammar and Structure II  
3 Credits
Continuation of SPA 210. Three class hours.
Prerequisite: SPA 210.

SPA 221  
Hispanic Culture On Location  
3 Credits
This course is designed to provide the opportunity to see and experience the richness of a Spanish speaking country through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to the trip will focus on topics that will help the student to prepare for the experience, and meetings after the trip will provide a time for debriefing, reporting, evaluation and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof.

Geography

GEG 101  
Physical Geography  
3 Credits
Physical geography is a study of spatial patterns and natural processes on and near Earth’s surface. As an introductory survey course, GEG 101 explores where and why ecologic, climatologic, and geomorphic phenomena occur. Students will develop a better understanding of the natural environment and our role within it. The far-reaching topics include maps and map making, weather and climate, biogeography, and landform development and change. This is a natural science course. Three class hours. NOTE: Students who successfully complete GEG 101 may, with the addition of GEG 100, complete the requirement for SUNY Natural Science General Education. GEG 100 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both GEG 101 and GEG 100 are successfully completed. (SUNY-NS)

GEG 102  
Human Geography  
3 Credits
Human geography is the spatial analysis of human populations, their cultures, their activities and behaviors, and their relationship with, and impact on, the physical landscapes they occupy. As an introductory survey course, GEG 102 is presented through three major themes: Cultural geography, population geography, and political geography. Topics include cultural evolution, popular and folk culture, cemeteries, languages, religions, demographics, overpopulation, migration, nationalism, and international political systems. Three class hours. This is a social science/other civilizations course. (SUNY-SS/OWC)

GEG 104  
Weather and Climate  
3 Credits
Weather and climate is the scientific study of atmospheric processes and patterns, and their impact on human activities. This introductory meteorology course examines the collection and analysis of meteorological data at local, regional, and global scales. Topics include the heat, moisture, and wind dynamics of the atmosphere, application of satellite and radar data, development and impact of thunderstorms, tornadoes and hurricanes, weather analysis and forecasting, and the study of climate and climate change. Three class hours. This is a Natural Science course.

GEG 201  
Geography of United States and Canada  
3 Credits
Physical and human geography of the United States and Canada with emphasis on the demographic, cultural, and economic aspects of individual regions. Three class hours. This course is a social science and not a natural science. (SUNY-SS)

GEG 211  
Economic Geography  
3 Credits
Economic geography is the study of how people support themselves, of spatial patterns of production, distribution, and consumption of goods and services, and of the geographic variation of economic activities on Earth. This survey course is presented through one major theme: location theory. Topics include agriculture, manufacturing, the service sector, globalization, transportation, and economic development. Three class hours. This is a social science and not a natural science course. (SUNY-SS)

GEG 215  
Geography of Tourism Destinations  
3 Credits
Geography of tourism destinations is the analysis of human leisure behavior and its socioeconomic impact, and includes the exploration of major tourism attractions and destinations on Earth. This survey course is presented through two major themes: thematic tourism geography and regional tourism geography. Topics include demand and resources for tourism, climate, transportation, sporting events, cruises, all-inclusive resorts, “sin” and “lifestyle” tourism, Rochester’s tourism development, and an overview of major travel destinations across the globe. Three class hours. This is a social science course.

GEO 101  
Introduction to Geology I (Physical Geology)  
4 Credits
A general survey course in the integrated study of the principles of physical geology. Emphasis is on analysis of processes that are at work upon and within the earth such as mountain building and plate tectonics. Three class hours, three laboratory hours, field trips. (SUNY-NS)

GEO 102  
Introduction to Geology II (Historical Geology)  
4 Credits
A study of the principles of historical geology and the physical and biological history of the earth from its origin to the evolution of man. Spring semester only. Three class hours, three laboratory hours, field trips. Prerequisite: GEO 101 or 131 or permission of instructor.

GEO 103  
Great Mysteries of the Earth  
3 Credits
This course investigates Earth mysteries to gain an understanding of the differences between science and pseudoscience. The student will learn and use critical thinking skills, logic, and the scientific method of inquiry to better understand allegedly unexplainable phenomena. This course will investigate topics related to the search for extraterrestrial intelligence, extinction events, early engineering structures, plate tectonics, climate concerns,
GEO 105  Astronomy  3 Credits
An introduction to general astronomy. Topics include: solar system, stellar energy, stellar evolution, galaxies, the universe and constellation identification. Three class hours. NOTE: Students who successfully complete GEO 105 may, with addition of GEO 115, complete the requirement of SUNY Natural Science General Education. GEO 115 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both GEO 115 and GEO 105 are successfully completed. [SUNY-NS]

GEO 106  Introduction to Oceanography  3 Credits
An introductory course which will survey ocean sciences. Geological, chemical, physical, and biological processes and interrelationships will be examined. Three class hours.

GEO 115  Introductory Astronomy Laboratory  1 Credit
This course explores the hands-on, practical applications of basic knowledge gained in the companion course, GEO 105. Exercises involve use of telescopes, observation of stars and constellations, stellar spectra, Hubble red-shift, astrophotography, and computer based exercises. Three laboratory hours. NOTE: This course only meets SUNY General Education Natural Science requirements when both GEO 105 and GEO 115 are successfully completed. [SUNY-NS] Corequisite: GEO 105

GEO 131  Our Changing Earth  3 Credits
A course of study designed for non-science majors to acquaint the student with the wonders and complex workings of our planet. This course will guide the student to an understanding of the infinitely varied landscapes of Earth and the powerful geologic forces of modification at work, leading to a true appreciation of our changing Earth. Three class hours.

GEO 133  Ancient Life  3 Credits
Covers the parade of life on earth from the oldest remains, nearly 3.5 billion years ago, to the emergence of the human species during the Ice Age. The origin of life will be briefly discussed. Emphasis on the evolution of vertebrates, especially dinosaurs. Three class hours.

GEO 137  Dangerous Earth  3 Credits
An introduction to the destructive power of natural hazards such as earthquakes, volcanos, hurricanes, tornadoes and related phenomena. The origin and occurrence of such hazards will be examined. Recent disasters as well as catastrophic events in the Earth’s past will be utilized as case studies. Methods of prediction and strategies for minimizing loss of life and property will be emphasized. Three class hours.

GEO 150  Geology of the National Parks  3 Credits
An examination of the interaction of geological processes responsible for the development of the landscape found within the National Parks System. Regional setting and geologic history will be examined. Three class hours. Prerequisite: GEO 101 or GEO 131 or permission of instructor.

GEO 152  Environmental Geology  3 Credits
An in-depth discussion of man’s environment as related to resources, wastes, pollution, and geologic hazards. The consequences of use and misuse of our geologic environment will be stressed. Three class hours. Prerequisite: GEO 101 or GEO 131

GEO 154  Geology of New York State  3 Credits
The geological history of the state will be studied chronologically from the Pre-Cambrian era to the Pleistocene epoch. The geology of Monroe County and the Genesee River region will be stressed. Alternate Spring semester only. Three class hours. Prerequisite: One semester of physical geography OR any geology course EXCEPT GEO 104 and GEO 105 is recommended.

GEO 201  Invertebrate Paleontology  4 Credits
A detailed study of the various invertebrate groups important as fossils with emphasis on their major characteristics and evolutionary trends. Insight will be gained into how fossils are indispensable as indicators of geologic time and past environments. Fall semester only. Three class hours, three laboratory hours, field trips. Prerequisites: GEO 101 and 102 or permission of instructor.

GEO 203  Geomorphology  4 Credits
A study of the genesis of land forms, resulting from the action of running water, glaciers, waves, wind, ground water, and other gradational agents. The approach is analytical in terms of structure, process, and stage. Alternate Spring semester only. Three class hours, three laboratory hours. Prerequisite: GEO 101 or permission of instructor.

GEO 204  Introduction to Mineralogy  4 Credits
A study of the formation, occurrence and association of minerals with an emphasis on mineral identification through the study of their chemical, physical and crystallographic properties. Spring semester only. Three class hours, three laboratory hours. Prerequisites: GEO 101 and CHE 100 or permission of instructor.

GEO 290  Independent Study  Variable Credit
See the Department Chairperson.

Golf Management

GLF 115  Introduction to Golf Management  3 Credits
This course is designed to provide the student with an understanding of the golf industry. It also provides the student with an understanding of the etiquette, definitions and rules that govern the game of golf. Three class hours.

GLF 117  The Rules of Golf  2 Credits
This course is designed to provide the student with a comprehensive understanding of the rules of golf. The course will include instruction in the history of the rules, governing bodies, definitions, etiquette, and interpretation of the rules of golf. The student will learn how to identify the rule that applies to each situation, and how to interpret and apply the rule. Two class hour.

GLF 118  Golf Shop Operation  3 Credits
This course is designed to provide the student with an understanding of the operation of a golf shop. It will address the services that may be provided by the golf professional for the members/customers. The following topics will be covered: driving range operation, lesson programs, merchandising, and other revenue producing strategies. Three class hours.

GLF 122  Golf Fundamentals and Methods  3 Credits
This course is designed to provide the student with the elements required for the development of a good golf swing, a detailed study in advanced short game and putting techniques, and with verbal and physical skills related to teaching the game of golf. Three class hours.

GLF 126  Golf Club Design, Fitting and Repair  3 Credits
This course is designed to provide the student with an understanding of the characteristics and design of modern golf equipment. The student will study different fitting techniques and perform basic club repair functions. Three class hours.

GLF 130  Golf Course Maintenance  3 Credits
This course is designed to provide the student with an understanding of the maintenance operations of golf courses and with an understanding of the equipment needed to operate a golf course. Three class hours.

GLF 136  Golf Shop Policies and Services  3 Credits
The purpose of this course is to provide the student with an overview of the day to day operation of a golf facility. It will include the purpose for and development of policies and procedures for operating a golf facility. Job responsibilities and management strategies will be explored, as well as the planning, organization, and implementation of golf events. Three class hours.
Health Education

To assure a sound selection of courses, students are reminded that all HED courses may be applied toward the Physical/Health Education graduation requirement.

HED 101 Cardiopulmonary Resuscitation and Care 1 Credit
This course emphasizes how to recognize and care for breathing and cardiac emergencies for adults, children and infants, heart disease and injury prevention, two rescuer CPR, use of resuscitation mask and valve, and identifying and caring for life-threatening bleeding. The student will receive American Red Cross certification in CPR for the Professional Rescuer. American Red Cross Administrative Fee. Eight week course.

HED 108 Health, Family and Society 2 Credits*
The focus of the course is to understand the societal influences and apply the concepts of wellness and holistic health within our families. Specific issues will include multiple dimensions of health, prevention of lifestyle diseases, and exploring choices that promote family and individual health and wellness. Two class hours.

HED 110 Disease Prevention and Healthy Lifestyles 2 Credits
This course is designed to identify factors that contribute to the most common lifestyle diseases (cardiovascular disease, cancer, stroke, diabetes, chronic lung diseases, osteoporosis, anxiety and depression), and common infectious diseases (influenza, STI and HIV). Health promotion and disease prevention measures will be discussed with focus on nutrition, physical activity, emotional wellness, stress management, personal choices and behavior. Two class hours.

HED 114 Health and Safety in the Workplace 2 Credits
This course is designed to help facilitate a high level of well being for the worker and aid the individual to achieve desirable safety practices in their daily profession (managing stress, preventing musculoskeletal disorders and back injury, understanding and preventing sexual harassment, reducing risk of workplace violence). The student will learn how to care for breathing and cardiac emergencies in adults, how to use an Automated External Defibrillator (AED), and how to identify and care for life threatening bleeding, sudden illness, and injuries. The student will receive American Red Cross Certification in Standard First Aid with AED for the Workplace, as well as certification in CPR for the Professional Rescuer. American Red Cross Administrative Fee of $10. Two class hours.

HED 115 Death and Dying 3 Credits
A study of the dying process, death, ceremonies and rituals in many cultures. Deals with issues of loss experiences, the fear of death, understanding reactions to death, near-death experiences, euthanasia, suicide, and current practices and trends in the care and treatment of the terminally ill. Three class hours.

HED 116 Issues in Child Development and Health 3 Credits
Explores health content areas, defined by the New York State Health Education Department, that affect the physical and emotional health of children, ages 5-13. Issues that follow are addressed from a teacher’s perspective: communication family life, keeping kids active, safety education, death, substance use and abuse, school violence, childhood stress, nutrition, mental health and environmental factors. This course will include certification in identifying and reporting suspected child abuse/maltreatment, and Safe Schools Against Violence in Education Legislation. Three class hours.

HED 118 Introduction to Safety and Emergency Care 3 Credits
This course emphasizes the key areas of safety, accident prevention and mitigation. Safety topics explored include home, fire, motor vehicle, occupational, recreational, school, natural and man-made disasters. Emergency care procedures are presented and students will demonstrate competency in recognition and care for breathing emergencies for adults, children, infants, one and two rescuer CPR, use of resuscitation mask, bag, valve, Automated External Defibrillator (AED), identifying and caring for life-threatening bleeding, sudden illness, and injuries. The student will receive American Red Cross Certification in CPR/AED for Professional Rescuer and Community First Aid and Safety. American Red Cross Administrative Fee of $10. Three class hours.

HED 130 Foundations of Personal Health and Wellness 3 Credits
This course focuses on your personal responsibility for your health, including lifestyle factors and their relationships to well-being, behaviors, and disease. Health content areas defined by New York State Education Department are explored. Topics include nutrition, personal and community health, communication skills for productive relationships, identifying and reporting suspected child abuse/maltreatment, and Safe Schools Against Violence in Education Legislation Certification. Three class hours.

HED 207 Emotional Wellness 3 Credits
This course is an examination of emotional, spiritual, social and mental wellness. The course will emphasize primary and secondary prevention strategies as they relate to the dimension(s) of health previously mentioned. Topics include Self-Esteem, Self-Efficacy, Empowerment, Happiness, Anger and Anger Management, Relationships, Life Goals, and Self-Actualization.

HED 208 Chronic and Communicable Disease 3 Credits
This course will provide students with an opportunity to develop a basic understanding of the nature and cause of human diseases, disabilities and death, and the educational interventions to prevent or control them. An epidemiologic approach will be used to study selected diseases/conditions. Common infectious diseases (influenza, pneumonia, HIV, STD’s, hepatitis, meningitis, salmonella, childhood diseases), and chronic or lifestyle diseases (heart disease, cancer, stroke, diabetes mellitus, chronic kidney disease, chronic obstructive pulmonary disease, asthma, arthritis, osteoporosis) will be explored. The current United States strategic plan for improving the nation’s health will be reviewed and discussed in conjunction with the diseases/disorders presented. Three class hours. Prerequisite: HED 108 or HED 110 or HED 130.

HED 209 Drugs and Behavior 3 Credits
This course is designed to inform the student about the issue of chemical dependencies. Basic pharmacology in addition to the biological, psychological and sociological reasons for drug-seeking behavior will be discussed. Topics pertaining to both legal and illegal drug use, abuse and dependency will be covered. This will be accomplished through the use of lectures, videos, class discussions and reaction papers. Three class hours.

HED 212 Women’s Health and Wellness 3 Credits
This course will focus on health and wellness issues pertinent to women in their young adult years through middle to late adulthood. The conceptual framework based on elements of body, mind and spirit will be used to explore common health and wellness issues (i.e., exercise, nutrition, stress, emotions, relationships, acute and chronic disease). Consumer issues related to women and health will be included. Self-empowerment in relation to health promotion and disease prevention will be stressed.

Health Information Technology

HIM 100 Introduction to Health Information 3 Credits
Introduction to the health record profession, allied health professions, historical development of health care field and the present health care delivery system. Introduction to the health information department and its relationship to other hospital departments. Numbering and filing systems, record retention, duplication, and storage considerations are explored. Health care registries are explored. Health information science principles are applied in the laboratory setting. Offered first half of fall semester only. Three class hours.

Course Descriptions 175
HIM 103 Health Care Documentation 3 Credits
Introduction to the development, form, content, and evaluation of the health record. Introduction to hospital admitting department. Introduction to the organization, responsibilities, and committees of the hospital medical staff. Health record principles are applied in the laboratory setting. Offered second half of fall semester only. Three class hours.
Prerequisite: HIM 100 with a grade of C or better.

HIM 104 Medical Terminology 3 Credits
An in depth study of the principles of medical terminology and the classes of word elements as building blocks for a medical vocabulary. Content includes specialty and body system terminology, with emphasis on material found in medical records. Three class hours.

HIM 105 Medical Transcription 3 Credits
Designed to introduce the student to the knowledge and skills required for medical transcription in a health care facility, utilizing digital dictation and MS Word. Organized and presented according to body systems. Transcription will consist of discharge summaries, operative reports, x-ray reports, histories and physicals, and other assorted medical reports. Use of references emphasized. Two class hours, two laboratory hours.
Prerequisite: HIM 104 with a minimum grade of C.

HIM 109 Diagnostic and Procedural Classifications 4 Credits
This course will include the purposes, differences, and historical development of medical nomenclature and classification systems with emphasis on ICD-9-CM, CPT, and a study of additional classifications. Also introduced are health care reimbursement methodologies. Laboratory includes exercises and applications for nomenclatures, diagnostic and procedural classifications, reimbursement groupings. Spring semester only. Three class hours, three laboratory hours.
Prerequisites: HIM 103, HIM 104, BIO 134 with a grade of C or better.

HIM 110 ICD-9-CM Diagnostic and Procedural Classifications 4 Credits
This course will include the historical development of reimbursement, and emphasize the ICD-9-CM classification system. Course work will focus on official coding guidelines and use of the three volumes of IC-9-CM. Additional classifications are briefly studied. Instruction of coding issues by body system will be introduced, and laboratory includes coding exercises and application of coding principles. Three lecture, two laboratory hours.
Prerequisites: HIM 103 and HIM 104, each with a minimum grade of C, and passing grade in BIO 134, or permission of the instructor.

HIM 111 CPT Procedural Coding System 2 Credits
This course will emphasize the American Medical Association’s Current Procedural Terminology (CPT) coding system. Course work will focus on introductory outpatient coding with emphasis on evaluation and management, and surgery. Coding exercises will reference documentation guidelines and application of coding and reporting guidelines for outpatient services. Two class hours.
Prerequisite: HIM 110 with a minimum grade of C, or permission of instructor.

HIM 115 Medical Office Pharmacology 1 Credit
Basic pharmacology terminology and concepts for the medical office professional. Topics include drug terminology, abbreviations, regulatory agencies, drug administration, dosage, effects, and use of drug references.
Prerequisite/corequisite: HIM 104

HIM 204 Health Records in Alternate Care 3 Credits
The course will review trends and changes in the health care delivery system, an introduction to the types of non-hospital health care facilities and respective record keeping requirements, with emphasis on long-term, psychiatric, ambulatory, home care/hospice, and rehabilitative care. Fall semester only. Three class hours.
Prerequisite: HIM 111 with a minimum grade of C.

HIM 205 Professional Practice Experience I 4 Credits
Clinical experience under the guidance of professionals in health information related settings at area hospitals, long-term care, ambulatory care, and other specialty care facilities. Included will be a forum for Directed Practice experiences and professional development content. One class hour, sixteen laboratory hours. Enrollment in HIM 205 is conditional upon satisfactory completion of the medical requirements and clearance from any existing health problem(s). Fall semester only.
Prerequisites: HIM 105, HIM 111, BIO 134, BIO 135, and CRC 120, all with a minimum grade of C.

HIM 206 Professional Practice Experience II 4 Credits
Continuation of HIM 205. One class hour, sixteen lab hours. Enrollment in HIM 206 is conditional upon satisfactory completion of the medical requirements and clearance from any existing health problem(s).
Prerequisite: HIM 205 with a minimum grade of C.

HIM 208 Quality Improvement, Legal and Compliance Issues for the HIM Practitioner 5 Credits
This course will encompass a survey of accrediting, licensing, approving and certifying agencies affecting health care facilities, including the various accreditation programs of the Joint Commission on Accreditation of Health Care Organizations. Total quality management includes quality assessment, utilization management, risk management and credentialing. Additionally, the course will present to the student an introduction to the legal system, release of information, consents, administration of the law, evidence, torts, selected legal doctrines, the medical record in legal proceedings, liability of health care providers, current health legislation, and bioethical issues. Fall semester only. Five class hours.
Prerequisite: HIM 204 or permission of instructor.

HIM 209 Management, Supervision & Personal Development for the HIM Practitioner 2 Credits
This course will encompass an introduction to managerial concepts and functions, to include supervisory techniques, planning, organizing, actuating and controlling, leadership, motivation, forms design, and tools of management specifically developed for health care settings. Content also includes emphasis on development of oral and written communication skills. Spring semester only. Two class hours.
Prerequisite: HIM 205 with a minimum grade of C.

HIM 211 Healthcare Reimbursement 3 Credits
Course will acquaint the student with the cost of health care in the United States. Financial concepts related to health information systems will be discussed. Content includes instruction in health statistics and the use of medical information systems. Examination of data quality techniques necessitated by current reimbursement methodologies will be included. Computer applications in these areas will be utilized as appropriate. Spring semester only. Three class hours.
Prerequisite: HIM 208 and MTH 150 (or higher), each with a minimum grade of C.

HIM 213 Health Information Systems 3 Credits
An introduction to health record applications, system design and security, and the health information manager’s roles and responsibilities. Spring semester only. Three class hours.
Prerequisites: HIM 208 and CRC 120, each with a minimum grade of C.

HIM 250 Health Information Management in Long Term Care 1 Credit
An introduction to the types of long term health care with an emphasis on inpatient long-term care, home care, hospice and supplemental services. The course will also focus on the trends and changes in the long term health care field to include essential services, regulatory environment, computer adaptions of medical record/information systems and role of health information professionals. Must be matriculated in Health Information Management Long Term Care Program. Total of fifteen instruction hours.
Prerequisite: HIM 204 or permission of instructor.
HIM 251  Classifications and Reimbursement in Long Term Care  2 Credits
A review of medical terminology frequently encountered in long term care settings, clinical disease and procedural coding encountered with special review of late effect, chronic, multiple conditions, and dementia. The course will also focus on various reimbursement protocols, their relationship to coding, documentation, and financial and utilization management. Future costs and system implications will be discussed. Total of thirty instruction hours.
Prerequisite: HIM 250 with a minimum grade of C.

HIM 252  Quality and Legal Issues in Long Term Care  1 Credit
A review of attributes of quality, utilization, and risk management prominent in long term care. An exploration of special ethical and legal implications encountered in long term care settings with emphasis on documentation related procedures. Total of fifteen instruction hours.
Prerequisite: HIM 250 with a minimum grade of C.

HIM 260  Advanced Classification in Acute Care  2 Credits
This advanced level course will focus on reimbursement issues associated with the more difficult coding scenarios to better prepare the student as an inpatient hospital coder. The student will study the indepth coding issues by body system and be equipped to successfully code inpatient, acute care records, as well as ambulatory surgery charts with hospital billing considerations (not free-standing or physician office coding). Two class hours.
Prerequisite: HIM 110 with a minimum grade of C, or 3 to 5 years inpatient coding experience, or permission of instructor.

HIM 261  Advanced Classification for Reimbursement in Acute Care  1 Credit
This advanced level course will focus on reimbursement, utilize advanced inpatient coding knowledge to understand payment methodologies in the acute care setting. The student will study the prospective payment system, uniform hospital discharge data set, and the assignment of diagnosis related groups. The student will study reimbursement issues related to the importance of the medical record such as bundling and optimization. Two class hours.
Prerequisite: HIM 110 with a minimum grade of C, or 3 to 5 years inpatient coding experience, or permission of instructor.

HIM 262  Case-Mix Management in Acute Care  1 Credit
This advanced level course will review the process of case-mix management in acute care including applied utilization management, software applications, impact on organizational planning, and political issues. Two class hours.
Prerequisite: HIM 261 with a minimum grade of C, or 3 to 5 years inpatient coding experience, or permission of instructor.

HIM 277  Medical Transcription Management  2 Credits
Specific application of management principles to effectively and efficiently administer the delivery of medical transcription services, whether within a large organization or as an independent entity. Theory and examples will be used to enhance competence. Spring semester only. Two class hours with laboratory work.

HIM 290  Independent Study  Variable Credit
See the Program Director.

HVA 101  Basic Refrigeration Theory  3 Credits
Covers the physical principles of refrigeration and the refrigeration cycle. Students will be introduced to the components of the refrigeration system including compressors, condensers, expansion devices, evaporators, coolers, freezers, and refrigerants. Two class hours, two laboratory hours.

HVA 102  Air Conditioning Theory  3 Credits
Covers the physical principles of air conditioning, psychometrics and air movement. Components found in today’s air conditioning systems will be examined. Students will learn how to charge and evacuate systems. Other topics included are: pressure, regulating and bypass controls, diffusers, piping procedures, traps and high velocity systems. Two class hours, two laboratory hours.

HVA 103  Heating Systems  3 Credits
Servicing modern heating systems, whether they are gas, electric or oil, requires a thorough understanding of basic heating concepts. This course provides the student with the technical knowledge as well as the laboratory skills to begin their career in heating service. Two class hours, two laboratory hours.

HVA 104  Commercial Air Conditioning and Heat Pumps  3 Credits
Deals with the basic principles of air conditioning as they are applied to large commercial systems. The principles of heat pumps will be included. Topics covered include: gas and electric heating/cooling of top units, economizers and large air distribution systems. Three class hours.
Prerequisites: HVA 101, HVA 102, HVA 105, PHY 100; co-requisite: MTH 135 or permission of department.

HVA 105  Electric and Motor Controls  3 Credits
Covers basic principles of electricity and electric motor theory as it is found in the heating, ventilating, air conditioning industry. Topics covered are: series and parallel circuits, Ohm’s law, amperage, voltage, watts, transformers, relays, contactors, wire sizing, distribution, and capacitors. Two class hours, two laboratory hours.

HVA 106  HVAC Workplace Training  3 Credits
This course is designed to prepare the HVAC technician for the legal and safety issues related to the industry. Employee, employer, and customer relations will be explored. The student will learn to self-evaluate their personal and technical skills and prepare a professional plan for growth. Three class hours.

HVA 201  Electronic Controls and Troubleshooting  3 Credits
A review of AC and DC theory and wiring diagrams. Use of multimeters, watt/hour meters, ammeters, oscilloscopes and power sources. Students will devote considerable time to learning how to troubleshoot electrical problems through the use of load simulators such as the Ranco system and printed circuit boards. Three class hours.
Prerequisites: HVA 105, MTH 135, PHY 100, or permission of department.

HVA 202  Boiler Systems  3 Credits
Covers the principles and theory of hot water and steam boilers. Topics covered are: design, controls, pumps and valves of boilers, New York State boiler codes, and the servicing of hot water and steam boiler systems. Three class hours.
Prerequisites: HVA 103 and HVA 105.

HVA 203  Commercial Load Calculation  3 Credits
Covers all the elements related to calculating loads in commercial applications. Topics covered will include: reading building blueprints, evaluating building conditions, heating and cooling load calculation, equipment selection, duct distribution systems, and use of fire dampers, access doors, detectors, diffusers, control systems. Three class hours.
Prerequisites: HVA 104, MTH 098 and PHY 100.

HVA 204  Energy Management  3 Credits
Covers the design and service of the appropriate energy management system for a given facility. Topics to be covered are: evaluation of mechanical systems, building structure, needs of occupant, duty cycling, microprocessor controls, preventative maintenance and cost analysis. Three class hours.
Prerequisites: HVA 104 and HVA 105.

HVA 205  New Products  3 Credits
An overview of all types of equipment currently on the market and in use in heating, ventilating, and air conditioning installations, both incidental and
It is designed to keep the student up to date with information on state-of-the-art developments in the field. Three class hours. Prerequisites: HVA 101, HVA 102 and HVA 105.

HVA 206 Advanced Heating Systems 3 Credits
An advanced level course in heating systems focusing on fossil fuel technology and venting. There will also be discussions in calculating fuel economies and greenhouse effects. Three class hours. Spring semester only. Prerequisites: HVA 103, HVA 104, MTH 135 and PHY 100.

HVA 207 Computers in HVAC 3 Credits
A course demonstrating the role of the computer in the HVAC technologies. The student will receive an overview of the operation of six current computer programs in the HVAC specialties. Three class hours. Fall semester only. Prerequisites: HVA 102, HVA 103 and HVA 104.

HVA 209 Refrigerant Technology 1 Credit
A thorough understanding of the various refrigerant types are necessary for the heating, ventilating and air conditioning service technician. This short course will explore CFC’s, HFC’s, HCFC’s and the refrigerant retrofit procedures necessary in today’s changing energy field. Three class hours. Prerequisites: HVA 101, HVA 102, HVA 104 or permission of department.

HVA 210 Mechanical Estimating 4 Credits
As many heating, ventilating and air conditioning personnel advance in their careers, the aspiration for many is to enter the area of estimating. This course will explore fundamentals of blueprint reading, mechanical takeoff, reading mechanical specifications, equipment and labor estimating, both manually and by computer. This course is applicable to both residential and commercial contractors. Four class hours. Prerequisites: HVA 101, HVA 102, HVA 103, HVA 104, HVA 105 or permission of department.

HVA 211 Commercial Refrigeration 2 Credits
Commercial refrigeration service is a specialization within the heating, ventilating and air conditioning industry. This course will provide the student with the understanding of ice machines, reach-in coolers and freezers, as well as walk-in coolers and freezers. Emphasis will be placed on repair of restaurant type equipment. Three class hours. Prerequisites: HVA 101, HVA 102, HVA 104, HVA 105 or permission of department.

HVA 212 Industrial Mechanical Systems 3 Credits
In response to continued emphasis on energy conservation, the heating, ventilating and air conditioning industry has seen a resurgence in applications utilizing chillers, variable air volume and heat recovery systems. This course will provide the student with an understanding of these complex systems. Three class hours. Prerequisites: HVA 101, HVA 102, HVA 103, HVA 104 or permission of department.

HVA 220 Sheet Metal Fabrication 3 Credits
This course will provide students with the theory and application of sheet metal fabrication for use in the field of residential and light commercial HVAC installation. Students will gain a working knowledge of floor and hand tools used in the trade and relevant safety issues. Geometry and math associated with fabrication are an integral part of this course. Two class hours, two laboratory hours.

HVA 271 Cooperative Education- Heating, Ventilating and Air Conditioning 4 Credits
Students in the Heating, Ventilating and Air Conditioning certificate and degree programs may participate in a cooperative educational experience as a program elective. Students enrolled in this co-op must be able to work and document a minimum of 225 hours per semester. Both paid and unpaid work experience is acceptable. The Department Chair and the Co-op Director must approve the HVAC/R employer. In addition to the field work, students must attend a two hour per week classroom seminar. The Co-op Office, located in Rm. 3-108, will assist students in obtaining jobs. Present jobs may qualify. Students must have at least a 2.0 GPA to qualify for this opportunity. Part time students will be required to purchase student insurance while enrolled in this course. Offered Fall, Spring and Summer Semesters. Prerequisite: HVA 101

HVA 275 Modern Welding Techniques 3 Credits
This course is an introduction to MIG and TIG welding and plasma cutting. These skills are practical and often essential for various craftspersons. Students will work with aluminum, stainless steel, and other common metals in this course.

This course is offered off-site at Mahaney Welding. In addition to tuition, part-time students must purchase student insurance. Students should also expect to purchase a pre-packaged kit of course materials including their safety equipment and book.

History

HIS 102 Introduction to African-American Studies 3 Credits
This is an interdisciplinary exploration of the experiences and initiative of peoples of African descent throughout the world. Students will be introduced to the history, religion, sociology, politics, economics, creative production and psychology of African peoples, especially in the United States. In addition, the course introduces a variety of perspectives, theories, practical applications and methods of studying African peoples and their social evolution.

HIS 103 African-American History I 3 Credits
Black interpretations of West African history and culture prior to the European invasions. The brutalizing impact of the slave trade on its victims and the accomplishments of the generations subjected to the distortions and degradation of American slave society before legal emancipation. Three class hours. (SUNY-AH)

HIS 104 African-American History II 3 Credits
Black evaluations of the Afro-American resistance to legal and cultural racism from the Civil War to the Black revolution of the 1860s and 1870s. A clarification of the impact of this constant struggle on the character of black Americans is the main theme. Three class hours. (SUNY-AH)

HIS 105 Western Civilization: Ancient and Medieval 3 Credits
A survey of Western civilization from the building of pyramids to the age of faith, chivalry, crusades and cathedrals. It will highlight our oriental heritage, Greece and Rome; Christianity, the Germanic invasions and medieval life with emphasis on the rise of the middle class and national states. Three class hours. (SUNY-WC)

HIS 106 Western Civilization: Renaissance to the Napoleonic Era 3 Credits
A survey of Western civilization from the 1300’s to 1815 focusing on the Italian Renaissance, the Reformation, the Counter Reformation, the Scientific Revolution, the Enlightenment, the Age of Revolution and the Napoleonic Era. Three class hours. (SUNY-WC)

HIS 108 Western Civilization: Modern Europe 3 Credits
Europe from the Industrial Revolution to the Nuclear Age. An analysis of world developments which followed the Industrial Revolution including Capitalism, Nationalism, Imperialism, Socialism, World War I Fascism, World War II and post-war changes. Three class hours. (SUNY-WC)

HIS 111 History of the United States to 1865 3 Credits
A survey of the origin of the clash between the colonies and Great Britain, the framing of the Constitution, Jacksonian Democracy and its influence on the American character, the slavery issue, the growth of industry and territorial expansion. Three class hours. (SUNY-AH)

HIS 112 History of the United States Since 1865 3 Credits
A survey of the reconstruction of the nation after the Civil War, the rise of industrial and urban dominance, the struggles affecting agriculture, industry and labor, the growth of the American empire, and the increasing role of government in American life. Three class hours. (SUNY-AH)
HIS 211 History of Sport in the United States 3 Credits
A survey of sport from its earliest Native American, African and European roots to the sport and games-oriented contemporary society. Professional, amateur and intercollegiate sports for men and women, and the Olympic Games movement are examined in detail. Three class hours. (SUNY-AH)

HIS 219 Twentieth Century Europe 3 Credits
An examination of the major political, economic, and intellectual theories which have transformed the world in the last century. The impact of ideas of Lenin, Freud, Mussolini, Hitler, Sartre, Einstein, and others are surveyed. Three class hours.

HIS 225 Early Russian History 3 Credits
An examination of the unique development of Russia from its Viking beginnings to the great Russian Empire: the Mongol-Tartar invasion, Westernization and expansion under Tsar Peter and Catherine the Great, Napoleonic invasion, reforms and revolutionary movements, beginning of Marxism, Russo-Japanese War and the Revolution of 1905. Three class hours. (SUNY-WC)

HIS 226 Modern Russian History 3 Credits
Traces Russo-Soviet history from the last Tsar and the revolutions of 1917 to the present. It includes a brief review of Marxist and other revolutionary movements, Lenin and Stalin. U.S.-Soviet Alliance in World War II, origins of Cold War, contemporary internal and foreign aspects of Soviet policy. Three class hours.

HIS 230 The Civil War and Reconstruction 3 Credits
This course examines the steps, causes, people, and events that led to the Civil War, the war itself, and the postwar period of Reconstruction. Special emphasis is placed on the dynamics and conflicts between the agrarian South and the emerging industrial North, and the reasons behind the war’s outcome. Three class hours. (SUNY-AH)

HIS 232 The United States in the Twentieth Century 3 Credits
Major social, political and economic problems of the U.S. with particular emphasis on the post World War II period. Three class hours. (SUNY-AH)

HIS 234 The Contemporary African-American Experience 3 Credits
A course of study dealing with the black experience in American life from 1933 to the present. Its main goal will be to study the significant events during this period that have impacted upon African Americans with particular emphasis on the Civil Rights Movement and its major personalities. Three class hours. (SUNY-AH)

HIS 240 The City in American History 3 Credits
A study of the rise of American cities from colonial times to present, discussing their contributions to American life, their problems of development, urban imperialism, bossism, urban reform, and the historic roots of the present urban crisis. Three class hours. (SUNY-AH)

HIS 253 Traditional East Asian History 3 Credits
The course will survey the histories of China, Japan, and possibly additional East Asian countries up to 1860. Topics will include the developments of the Chinese and Japanese emperorships, the development of the Japanese shogunate, and the developments of East Asian philosophies and religions and other elements of East Asian culture. Fall semester only. (SUNY-DWC)

HIS 254 Modern East Asian History 3 Credits
The course will survey the histories of China, Japan, and possibly additional East Asian countries from 1860 to the present. Topics will include the rise and fall of the Qing Dynasty, Edo Japan, the Meiji Restoration, World War II in Asia, the Chinese revolutions of 1911 and 1949, the Korean War, and postwar developments in East Asia. Spring semester only. (SUNY-DWC)

HIS 255 World War I 3 Credits
An examination of the causes, conditions and results of "The Great War," with particular emphasis on the combatants of both major alliances, the Entente Cordiale and the Central Powers. Three class hours.

HIS 257 Modern Women: An Historical and Literary Perspective 3 Credits
A seminar examining the changing social, economic, political and cultural roles of American, Asian and European women from the late seventeenth century to the present. This course concentrates on historical developments that involve or affect women and the literature by or about them. Special attention is given to movements of inclusion and the inclusive language relating to those movements. Three class hours. This course satisfies the requirements of a literature course or a humanities elective. (SUNY-H)

HIS 259 World War II 3 Credits
An examination of the causes, conditions and results of "The Great War," with particular emphasis on the combatants of both major alliances, the Entente Cordiale and the Central Powers. Three class hours.

HIS 260 World War II 3 Credits
A survey of modern history from Hitler’s youth in Vienna to the dropping of the atomic bombs on Hiroshima and Nagasaki. Three class hours.

HIS 262 The Cold War Era 3 Credits
This course examines the period 1945-1982—the years before, during, and just following the end of the Cold War. Special emphasis is placed on the nuclear age and its various impacts upon U.S. society; the Cold War conflict between the United States and the former Soviet Union; the ramifications of the United States’ engagement in the Vietnam War; and the collapse of the Soviet Union. Three class hours. (SUNY-AH)

HIS 263 The City in American History 3 Credits
A study of the rise of American cities from colonial times to present, discussing their contributions to American life, their problems of development, urban imperialism, bossism, urban reform, and the historic roots of the present urban crisis. Three class hours. (SUNY-AH)

HIS 275 History and Cultural Analysis of the Holocaust, Genocide, and Human Rights 3 Credits
The Holocaust is studied as a transcendent narrative, a lens for exploring genocide and human rights. Building upon knowledge gained in American History and Western Civilization, both historical and cultural analyses are used to reflect upon the human capacity to marginalize, objectify, terrorize, and exterminate the “other” simply for existing. The course’s major theme is that, theoretically and pragmatically, liberal democracy and human rights—clearly articulated and consistently enforced—are the only constraints against the “beast” of state-sponsored or state-initiated violence. Prerequisite: PSY 101 or SOC 101 or ANT 102, or permission of instructor and ENG 101 highly recommended

HIS 290 Independent Study Variable Credit
See the Department Chairperson.

Honors Studies

HMN 295 Honors Seminar in the Humanities 3 Credits
An exploration of humanistic themes that draw upon the arts, literature, and ideas of selected periods and cultures. Emphasis will be on developing discussion skills as well as the critical examination of the honors themes through essay writing and/or projects in other media. Humanities credit. Three class hours. (SUNY-H) Prerequisite: Permission of Coordinator of Honors Studies.

IDC 195 Honors Seminar in Critical Analysis 3 Credits
An interdisciplinary examination of a selected theme that will develop critical thinking, discussion leading, and expository writing abilities. Primarily for honors students beginning college studies. Three class hours. (SUNY-H) Prerequisite: Permission of Coordinator of Honors Studies.

IDC 295 Interdisciplinary Honors Seminar 3 Credits
An in-depth examination of a theme based on a multidisciplinary blend of related issues. Participants are required to read extensive background material and to write an interpretive essay developing the theme or related topic. General elective credit. Three class hours. With permission of advisor, may be substituted for literature, humanities or social science elective. (SUNY-H) Prerequisite: Permission of Coordinator of Honors Studies.
SBS 295 Honors Seminar in the Social and Behavioral Sciences 3 Credits
A critical analysis of issues of human adaptation and growth, using social and behavioral science models and concepts. Extensive background reading, personal involvement, and interpretive writing are required of all participants. Social Sciences credit. Three class hours. [SUNY-SS]
Prerequisites: Permission of Coordinator of Honors Studies.

SCI 295 Honors Seminar in the Natural Sciences 3 Credits
An examination of the major biological, chemical, geological and physical issues and processes related to human influence on the earth and its systems and functions. Students will gain insights through independent research, review of the literature, and an in-depth examination of global, national, and local issues. Natural Science credit. Three class hours. Prerequisites: Permission of Coordinator of Honors Studies.

HONORS SECTIONS
In addition to the Honors Seminars, a variety of sections of multi-section courses are offered each semester as Honors Sections. Although the course material will be basically the same in honors and non-honors sections of a particular course, students in the honors sections will have the opportunity to further develop their ideas and understanding by exploring the material in greater depth.

Hospitality

CE 260 Cooperative Education-Hospitality Management 4 Credits
Students who work or desire to work, either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career-related classroom seminar (2 hours per week on campus or online) while working at a job (225 hours per semester) in the area of hospitality management. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester, entitles a student to receive four credit hours. The Experiential and Adult Learning Office, located in Rm. 3-108E, will assist in obtaining jobs. A student’s present job may qualify. Appropriate work experience must be approved by the instructor. Individuals must have completed 24 credit hours, with a 2.0 GPA. Exceptions permitted with permission from the instructor.

HSP 101 Introduction to the Hospitality Industry 3 Credits
This course is a study of the fascinating worlds of lodging, food and beverage service, meeting planning, travel and tourism, and the related businesses that make up the hospitality industry. Provides an overview of the components of this vast industry and their interlocking network. Three class hours.

HSP 102 Hospitality Service 4 Credits
Students will utilize service skills by interacting with customers and team members in an actual hospitality environment. In addition to this hands-on component, students will examine customer related skills in a classroom environment through the use of lecture, role play, and small group conferences. One class hour, four laboratory hours, one conference hour.

HSP 180 Food Appreciation 3 Credits
This course is designed to increase a student’s excitement, appreciation and knowledge of fine foods. Topics include domestic and foreign food sources, demonstrating preparation techniques, identify standards for flavor tasting, and use the food pyramid for meal pairings. The outcome is that the student will be able to confidently communicate this knowledge about fine foods to others. This will be accomplished through demonstrations, field trips, class presentations, and hands-on experiences. Three class hours.

HSP 201 Hospitality Human Resources Management 3 Credits
This course examines the theoretical and hands-on applications of management and supervisory practices in the hospitality industry. Communication strategies, recruitment, performance standards, evaluation techniques, diversity issues, and staff training are a few of the topics that will be discussed. Three class hours.

HSP 202 Introduction to Conference and Event Planning 3 Credits
This course is a comprehensive overview of the process of planning meetings, conferences and special events. Step-by-step organization, preliminary planning, site selection and timing strategies are among the topics to be discussed. Students will discover where conference and event planning fits into the overall scope of the hospitality industry. Three class hours.

HSP 211 Hospitality Law 3 Credits
A study of the laws impacting the hospitality industry. Topics include An Introduction to Law, Court Systems, Civil Rights Law, Employment Law, Contracts, Torts, Regulations Governing the Sale of Food and Alcohol, Responsibility for Guests’ Property, Legal Rights of Innkeepers and Restaurateurs, and Casino Law. Fall Semester only. Three class hours.

HSP 222 Integrated Studies for Hospitality Management 1-3 Credits
A specialized focus on the alliance of the food, hotel, and tourism management areas. This course emphasizes the interrelationship of these three areas in the field of catering, resort management, and destination appeal. Practical observation is provided either through domestic or international experiences via air, rail, ship, or motorcoach transportation. Hotel inspections and destination sightseeing, as well as restaurant tours, are an integral part of the course. Since the location, duration of the course, and course assignments will vary each semester, the credit hours also vary from one to three credits. Specific course requirements for each course can be obtained from the Department. Special fees include the cost of transportation to the course site, lodging, food, and miscellaneous expenses. Five to fifteen class hours, 30-90 laboratory hours, depending on credits.

HSP 251 Hospitality Marketing 3 Credits
Students will learn the theoretical concepts of developing a start-up business and will be able to experience through a simulation the planning, opening, operating and ownership realities of a hospitality/tourism business. The BYOB Simulation uses a powerful strategic hospitality/tourism management simulation. Core competencies are achieved in basic accounting, inventory management, human resources, marketing, and operations management. Additional skill sets are acquired through the intensive use of computer competencies such as Internet literacy, uploading, e-mailing, downloading and instant messaging. Students will draw from previous course content to enable successful completion of this course. Prerequisite: Must be HM Major; MCC Math Placement Level 2 or higher or TRS 092 with a grade of C or higher.

HSP 290 Independent Study Variable Credit
See the Department Chairperson.

Hotel Technology

HTL 105 Hotel Operations 3 Credits
This course is designed to provide students with a comprehensive, fundamental understanding of how hotels are managed with respect to the rooms perspective (reservations, front desk, housekeeping, engineering, and security). Through computer simulation, property tours, and guest lectures, students will be exposed to the operational positions and responsibilities of the different areas of the rooms division. Food and beverage, sales and marketing, and the accounting office will be addressed with respect to how each of these departments interact with the rooms division. Spring Semester only. Three class hours.

HTL 206 Hotel Sales and Marketing 3 Credits
Students will be introduced to the principles and procedures of hotel sales and marketing by taking part in “learn by doing” activities. A sales blitz, a high pressure sales experience, and developing a marketing plan for a local hotel may be included. This course addressed market research, advertising, public relations, and the operation of a sales department within a hotel. Sales techniques as they relate to individuals, companies, organizations, and groups will also be explored. Fall Semester only. Three class hours.
HTL 208 Food, Beverage, and Labor Cost Controls 3 Credits
An introduction to the principles and procedures of effective cost controls in a profit-oriented environment. Discussions include efficient receiving and distributing, menu analysis in terms of food cost percentages, and proper profit and loss statement controls. Spring Semester only. Three class hours. Prerequisite: MTH 098 or MTH 104 or MTH 130 or MTH 160 or MTH 165 or higher, or permission of department.

Human Services

HUM 100 Entry Level Skills for the Human Services Student 3 Credits
This is a prerequisite course for students presently enrolled in TRS 105 who would like to enroll in HUM 101 Introduction to Human Services. It will include an overview of the field, career choices within Human Services, an understanding of the field work experience, self-assessment, and a development of personal learning goals and plans. Three class hours.

HUM 101 Introduction to Human Services 4 Credits
Introduction to generic issues in human services. Role definition, boundaries, and ethics of professional relationships. Examination of self-awareness in the helping relationship and development of beginning group skills. Development and practice of observing, listening, recording and interviewing skills. Discussion and analysis of field work experiences. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 111 Field Work in Human Services I. Prerequisite: Placement exam at ENG 101 level. Corequisite: HUM 111.

HUM 102 Basic Helping Skills 4 Credits
Development of basic helping skills, including sensitivity, empathy, attending, questioning, confrontation, and problem solving. Examination and evaluation of client assessment, goal setting, case planning, case management. Further practice in group process and continuation of skill development in observing, listening, interviewing, recording and reporting. Discussions and analysis of field work experience. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 112 Field Work in Human Services II. Prerequisite: HUM 101 with a grade of C- or better.

HUM 106 Human Services Focus 4 Credits
Designed to allow maximum, flexible response to specific needs of groups and agencies with particular human service problems. Details of specific offerings will be available at registration time each semester offered. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 116 Field Work in Human Services Focus. Prerequisite: HUM 101 with a grade of C- or better.

HUM 110 Field Work in Human Services I 2 Credits
On the basis of his or her particular interests, each student chooses the kind of community agency in which he/she would like to train. Under the guidance of experienced agency supervisors, the student begins the reality testing process in the paraprofessional role. Carefully graded opportunities to take responsibility for agency clients. In conjunction with this course, the student must take and pass HUM 101 Introduction to Human Services. Open only to students in HUM 101. Nine field work hours per week.

HUM 111 Field Work in Human Services II 2 Credits
Student chooses this field work placement in accordance with his or her emerging career goals. Opportunities for taking increasing amounts of responsibility for agency clients. Planning with experienced agency supervisor to develop specific skills needed to function effectively as a member of the agency’s helping service team. In conjunction with this course, the student must take and pass HUM 102 Basic Helping Skills. Open only to students in HUM 102. Nine field work hours per week. Prerequisite: HUM 111 with a grade of C- or better.

HUM 112 Field Work in Human Services III 2 Credits
A Human Services field work course designed to meet the needs of students in Human Services focus courses. This course provides practical experience in the service field for each Human Services focus course. In conjunction with this course, the student must take and pass HUM 106 Human Services Focus. Open only to students in HUM 106. Nine field work hours per week. Prerequisite: HUM 111 with a grade of C- or better; co-requisite: HUM 106.

HUM 113 Field Work in Human Services IV 2 Credits
Field work placement in the special field of prospective employment. With the guidance of experienced agency supervisors, students carry increased responsibility for clients and for agency program planning. Further development of the specific helping skills needed for effective functioning in the chosen agency. In conjunction with this course, the student must take and pass HUM 201 Models of Helping. Open only to students in HUM 201. Nine field work hours per week. Prerequisite: HUM 112 with a grade of C- or better.

HUM 201 Models of Helping 4 Credits
Examination of models of human service helping, survey of major community resources, and study of the referral process. Exploration of career and transfer opportunities, with preparation of resume and cover letter. Advanced group process, and discussion and analysis of field work experience. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 211 Field Work in Human Services III. Prerequisite: HUM 102 with a grade of C- or better.

HUM 202 Human Service Systems 4 Credits
Examination of human service systems and characteristics of society that impel communities to assume responsibility for providing human services. Exploration of various strategies for meeting individual and community needs. Increased responsibility for integrating helping skills into small-group setting. Discussion and analysis of field work. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 212 Field Work in Human Services IV. Prerequisite: HUM 201 with a grade of C- or better.

HUM 210 Disability Across the Lifespan Strategies for the Human Services Worker 3 Credits
The course provides a basic understanding of the identification, prevalence and characteristics of individuals with disabilities across the life span. Additionally, the course will review legal mandates and historical movements that have shaped and defined the disability community today. Students will explore resources that will assist them in working with individuals with disabilities across the lifespan.

HUM 211 Field Work in Human Services III 2 Credits
Students select field placement to enhance attainment of individual career goals. Under experienced agency supervisors, students carry increased responsibility for clients and for agency program planning. Further development of the specific helping skills needed for effective functioning in the chosen agency. In conjunction with this course, the student must take and pass HUM 201 Models of Helping. Open only to students in HUM 201. Nine field work hours per week. Prerequisite: HUM 210 with a grade of C- or better.

HUM 212 Field Work in Human Services IV 2 Credits
Field work placement in the special field of prospective employment. With the guidance of experienced agency supervisors, students carry increased responsibility for program planning and coordination with other agencies, and whenever possible, experience with the change-making process in agency and community. Routine supervision of less experienced agency employees. In conjunction with this course, the student must take and pass HUM 202 Human Service Systems. Open only to students in HUM 202. Nine field work hours per week. Prerequisite: HUM 211 with a grade of C- or better.

HUM 290 Independent Study Variable Credit
See the Department Chairperson.
**Humanities**

HMN 101  Humanities Focus  3 Credits
An interdisciplinary humanities course designed to introduce A.A. degree students to various specific topics developed from the general knowledge areas delineated in the A.A. degree content/structure. The general knowledge areas include: challenges of scientific knowledge, changing values and conditions, creative action, awareness of human culture, and global interdependence. The focus of a specific topic will not duplicate materials developed within other Divisional and/or Departmental offerings. Three class hours.

HMN 110  Self-Reliance  3 Credits
Principles of independent living. An introduction to the literature and philosophy of self-reliance, and to practical ways people can provide more of their own needs for energy, shelter, food, possessions, and self-education. Each student will design his/her own self-reliance project. In addition there will be numerous hands-on class projects: home energy audits, barter, cold-frame construction, solar collector construction, organic gardens, and/or others. Discussions will focus on the economic, ecological, resource, and personal implications of a life of self-reliance and simplicity. Three class hours.

HMN 220  Western Humanities I  4 Credits
An interdisciplinary search for moral, social, and political alternatives and meaning embodied in the institutions, culture, and literature of Western Civilization from the beginnings to 1600. This course is factual as well as conceptual, including a narrative history of the period covered. Writing Intensive. Four class hours. (SUNY-WC/H)

HMN 221  Western Humanities II  4 Credits
An interdisciplinary search for moral, social, and political alternatives and meaning embodied in the institutions, culture, and literature of Western Civilization from 1600 to the present. This course is factual as well as conceptual, including a narrative history of the period covered. Writing Intensive. Four class hours. (SUNY-WC/H)

HMN 222  Seminar: Enduring Questions in Humanities  4 Credits
This capstone seminar focuses on issues of significance in the human condition. Themeic in scope, the interdisciplinary course explores aesthetics and thought in art, music, literature, drama, film, philosophy, television, dance, and other humanistic efforts. This course will vary in content each semester. (SUNY-H)  
Prerequisites: HMN 220, HMN 221

**Industrial Instrumentation Technology**

INT 110  Pneumatic and Mechanical Measurements  4 Credits
General classes of pneumatic/mechanical transducers are studied with particular emphasis upon fundamental physical principles upon which operation depends. Laboratory problems involve transducers in pneumatic/mechanical measuring systems. Pneumatic transmitter mechanisms and sub-assemblies are also studied. Three class hours, three laboratory hours.

INT 204  Electrical and Analytical Measurements  4 Credits
Studies the principles and limitations of electrical transducers used in the measurement of pressure, flow, temperature, humidity, pH, etc. Studies the special circuitry (e.g. potentiometers, bridges, etc.) used in commercial indicators and recorders. Studies analytical measurement systems as used by the process industries. Laboratory activities include bridge measurements, temperature transducers, flow transducers, pressure transducers, pH and moisture measurement transducer studies. Fall semester, days only. Three class hours, three laboratory hours.  
Prerequisites: INT 110 or OPT 135 and ELT 121 or ELT 130, with a grade of C or better, or permission of instructor.

INT 206  Instrument Test, Calibration and Repair  3 Credits
This laboratory course simulates a typical industrial instrument shop for test, calibration, and repair of industrial process instrumentation equipment. Students learn repair and calibration procedures from the technical literature supplied. Students use laboratory standards and test equipment. Static calibration of gauges, meters, pressure transmitters, special signal conditioning devices, and recorders is performed. Students write calibration reports and document calibrations in a laboratory notebook. Fall semester, days only. Two class hours, two laboratory hours.  
Prerequisites: TEK 101, ELT 121, or ELT 130 or permission of department.

INT 209  Automatic Process Control Principles  5 Credits
A basic study of open and closed-loop automatic control theory. Pneumatic, electronic (Analogue), and digital electronic controllers are studied and applied to specific processes. Transmitters, positioners, valve operators, and controller mechanisms which produce proportional, rate, and reset responses are studied. Techniques of obtaining optimal controller settings are studied. Laboratory experience includes a project choice such as building and analyzing a control loop. A formal project report is required. Spring semester, days only. Three class hours, four laboratory hours.  
Prerequisite: ELT 121 or ELT 130 or permission of department.

INT 210  Digital Process Control Systems  5 Credits
An introduction to and survey of the principles and process control applications of digital logic elements, Boolean algebra, binary arithmetic, digital computers, and digital computer interface hardware. Mini- and micro-computer internal organization and digital handling techniques are emphasized. Digital computer control of simple processes will be investigated. Also an introduction to programmable controllers and their use in process control will be covered. Three class hours, four laboratory hours.  
Prerequisite: ELT 111 or ELT 232.

**Interdisciplinary**

CDL 100  Career Development and Life Planning  1 Credit
This course introduces students to the elements of career decision making with emphasis on the process of career and life planning. It is designed for students who are interested in learning more about themselves and their career choices. Whether you are undecided about your career, making a career change or exploring your career options, this course will help you become more self aware and provide you with a foundation to build your career path. Includes a writing component related to personal experience.  
Prerequisite/Corequisite: TRS 105 recommended.

CDL 101  Career and Life Planning for Returning Adult Students  2 Credits
An in-depth examination of the elements in career decision-making with emphasis on the process of career and life planning for the returning adult student. Topics include life renewal, functional learning, skills assessment, values, interests, decision-making, goal-setting, and the world of work. Thirty instruction hours per semester.

CDL 110  Career and Life Planning for Undeclared Students  2 Credits
This experiential course introduces students to the elements of career decision-making with emphasis on the process of career and life planning. It is designed for students who are interested in learning more about themselves and their career choices. The career development needs of undeclared students will be emphasized through a multi-phase approach including self-exploration, decision-making strategies, career exploration, career counseling, and career planning. Career forums featuring professionals from various career areas will be included. One class hour, one conference hour. Offered both Fall and Spring Semesters.
A comprehensive job search strategies course involving skills assessment, resume and cover letter development, networking, interviewing techniques, employment applications, and the use of Internet resources for research and the job search process. One class hour. Spring Semester only.
Prerequisite: ENG 101

Course Descriptions

IDE 100 Introduction to Interior Design I 3 Credits
An introduction to the primary components of interior design including the elements and principles of design, color theory, and the design process. Attention will be given to exploration of the interior design field, including employment opportunities, requirements for practice, and recent legislation impacting the practice of design. Three class hours.

IDE 102 Introduction to Interior Design II 3 Credits
A continuation of IDE 101. This course will explore the physical properties of interior design including building construction, interior components and materials, furnishings, and furniture arrangement. Three class hours.
Prerequisite: IDE 101 with a grade of C or better

IDE 104 Interior Design Communication I 4 Credits
Course introduces the student to methods of design communication including model building and mechanical drawing. Emphasis is placed on the study of the relationships of space and form and how these are communicated in both two and three dimensional media. Two class hours, four laboratory hours.
Prerequisite: Math placement Level 3 or higher, or TRS 094 or higher

IDE 122 Interior Design Communication II 4 Credits
Introduces the student to perspective drawing techniques as used to present design concepts to the client. Emphasis will be placed upon one and two-point perspective drawing and the communication of finish selections through the use of marker rendering. Two class hours, four laboratory hours.
Prerequisite: IDE 121 with a grade of C or better

IDE 160 CAD for Interiors 3 Credits
Provides students with the basic knowledge necessary to complete two-dimensional architectural drawings using CAD software. Emphasis will be placed on development of multiple views and integration of revisions. Two class hours, four laboratory hours.
Prerequisite: IDE 121 with a grade of C or better

IDE 201 Interior Design III 3 Credits
Provides practical application of interior design concepts to the residential design project. Students will work on a variety of residential problems with emphasis on client contact and interviewing, program development, and design development. Communication of design concepts via a variety of media and presentations will be required. Two class hours, two laboratory hours.
Prerequisites: IDE 122, IDE 160 and IDE 102 with a grade of C or better; corequisite: IDE 260

IDE 203 Interior Design IV 3 Credits
Provides practical application of interior design concepts to the nonresidential design project. Students will work both individually and in groups, on a variety of nonresidential problems with emphasis on issues of accessibility and ergonomics. Communication of design concepts via a variety of media and presentations will be required. Two class hours, two laboratory hours.
Prerequisites: IDE 201.
**Leadership**

**CEL 200 General Internship 3 Credits**
Designed to give a student the opportunity to test his or her career choice by working off campus either in a for-profit or not-for-profit organization. Having studied theories and principles in previous course work, the intern is able to use the knowledge gained in an actual work environment. Concurrently with the work experience, students are required to attend a series of seminars where they will deal with problems and issues related to their work experience. Students will be responsible for working a minimum of nine hours a week throughout the semester (15 weeks). The program is intended to serve students who have completed at least 24 credit hours of college work (including sufficient hours in their major to make them employable) and have at least a 2.5 GPA. 
Prerequisites: 2.5 GPA and Permission of the Experiential and Adult Learning Office.

**LDS 101 A Seminar in Leadership Development 3 Credits**
A study to develop a basic understanding of leadership with special emphasis upon: styles and approaches toward leadership, motivational factors, communication skills, decision-making processes, characteristics of groups and group techniques, and the methodology and significance of goal-setting. Three class hours.

**LDS 102 Leadership and Diversity 3 Credits**
This course will examine how diversity affects groups, organizations, coalitions, and societies, and will pay particular attention to the challenges and opportunities diversity presents for leadership. The course approaches diversity in a new way, treating diversity as a feature of individuals as well as groups of individuals. 
Prerequisite: LDS 101

**LDS 103 Organizational Leadership 3 Credits**
An introduction to the concepts, theories and ideas guiding leadership activities at work. This course will introduce a wide array of theories on topics relevant to understanding and controlling employee and managerial behavior, and provide insight and hands-on experience on how to use this knowledge to address leadership problems that you will face in organizations. 
Prerequisite/Corequisite: LDS 101 OR LDS 102

**LDS 202 Leadership and Decision Making 3 Credits**
This course provides a foundation in organizational dynamics and decision making. It emphasizes the main theories, models and approaches related to topics such as group processes and dynamics, rational and non-rational models of problem solving; group composition, cooperation in conflict; the organizational dynamics of diversity; formal and informal models of leadership; organizational culture; and organizational learning and development. 
Prerequisite/Corequisite: LDS 101, LDS 102

**LDS 204 Leadership in the Local and Global Community 3 Credits**
This course is intended to develop a greater awareness of and sensitivity to the importance of ethical components of managerial decision making. It is designed to provide students with conceptual tools and frameworks useful for analyzing business decisions, practices and policies in terms of their legal, ethical and public policy dimensions. This course will also prepare future leaders to meet their social obligations, function within organizational realities, and manage the complex interrelationships with other groups and institutions. 
Prerequisites: LDS 101 and LDS 102

**Marketing**

**MAR 101 (see MAR 200)**

**MAR 200 (formerly MAR 101) Principles of Marketing 3 Credits**
This course examines the business function of Marketing. Students will learn how marketers deliver value in satisfying customer needs and wants, determine which target markets the organization can best serve, and decide upon appropriate products, services, and programs to serve these markets. Topics include branding and product development, pricing strategies, marketing research, promotion, supply chain management and service marketing. Marketing metrics will be used throughout the course to assess the impact of marketing strategies. Three class hours. 
Prerequisite: BUS 104 and (MTH 104 or MCC Level 8 placement)

**MAR 201 Dynamics of Selling 3 Credits**
Factors involved in effective selling: methods of conducting the sales presentation; application of psychological and persuasive selling techniques. Three class hours. 
Prerequisite: BUS 104 with a C or better

**MAR 203 Sports and Entertainment Marketing 3 Credits**
An in-depth look at the market-driven entertainment and sports industries. This course examines the dynamics of marketing various forms of entertainment including product tie-ins, cross promotions, the branding of persons, events and venues, entertainment marketing research, reputation management, the underlying economic factors, and marketing communication strategy. The course will examine marketing strategies based on changing public tastes, expanding channels of distribution, the role of new technology, as well as business venture trends. We will also look at legal issues and other challenges facing the marketing of sports and entertainment products. The course utilizes a combination of lecture, discussion, and project-based learning. Short, current case studies from key areas will be discussed. We will combine theoretical marketing models with practical examples. Three class hours. 
Prerequisite: MAR 200 with a C or better OR BUS 104 with a C or better

**MAR 204 Advertising 3 Credits**
Effective use of advertising media, integration of promotion plans and sales techniques with advertising. This course will be offered in the Fall Semester during the evening and in the Spring Semester during the day. Three class hours. 
Prerequisite: MAR 200 with a C or better

**MAR 290 Independent Study Variable Credit**
See the Department Chairperson.
Massage Therapy

MAS 120 Introduction to Massage Therapy 3 Credits
This course introduces students to the basic treatment strokes used in western massage therapy as well as client draping, client positioning, use of oils, use of equipment, hygiene and principles of treatment, joint manipulation, body mechanics, and therapist's self-care. The physiological effects of massage on the circulatory system and skin are covered. Two class hours, three laboratory hours. Offered Fall, Spring and Summer Semesters.
Prerequisite(s): Successful completion of high school or college level courses in Biology, Chemistry, and Algebra with a grade of C or higher, or permission of program coordinator; corequisites: MAS 130, BIO 142.

MAS 130 Massage Therapy Professionalism 2 Credits
This course introduces the student to the ethical responsibilities associated with the profession of massage therapy, including New York State law, scope of practice, guidelines for practice, requirements for licensure, professional communication, characteristics of the profession, therapeutic boundaries, and cultural diversity. Labs cover ethics of touch while introducing the student to clinical anatomical assessment through palpation. One class hour, three laboratory hours. Offered Fall, Spring and Summer Semesters.
Prerequisite(s): Successful completion of high school or college level courses in Biology, Chemistry and Algebra with a grade of C or higher, or permission of program coordinator; corequisites: MAS 120, BIO 142.

MAS 140 Swedish Massage 2 Credits
Students focus on the development of Swedish treatment routines for both the table and chair. Hydrotherapy and psychological effects and benefits of massage are covered. Clinical documentation for Swedish treatment is introduced. One class hour, three laboratory hours. Offered Fall, Spring and Summer Semesters.
Prerequisite(s): A minimum grade of C in MAS 120, MAS 130, and BIO 142; corequisites: MAS 150, BIO 143.

MAS 150 Western Medical Massage 3 Credits
This course introduces students to Western Medical Massage. It covers the more specific physiological effects and benefits of massage therapy relative to each of the systems of the body. Students learn the application and precautions of treating acute and chronic conditions and other pathological conditions. Professional clinical documentation is practiced. Two class hours, three laboratory hours. Offered Fall, Spring and Summer Semesters.
Prerequisite(s): A minimum grade of C in MAS 120, MAS 130, and BIO 142; corequisites: MAS 140, BIO 143.

MAS 210 CAM-Alternative Therapies 2 Credits
Students are introduced to Complementary and Alternative Medicine (CAM). A survey of bodywork therapies, energy work therapies and mind-body therapies are covered as categorized by the National Center for Complementary and Alternative Medicine (NCCAM) and relative to massage therapy. The pathology to these therapies is covered. Students further develop their skills treating clients and completing SOAP notes. One class hour, three laboratory hours. Offered Fall, Spring and Summer Semesters.
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150, and BIO 143; corequisites: MAS 220 or permission of program coordinator.

MAS 220 Special Populations 3 Credits
This course introduces the student to the assessment and treatment of special populations in preparation for MAS 260 (Massage Therapy Clinical), including HIV/AIDS/ Hepatitis C, geriatric, cancer, hypertension/cardiac, post traumatic stress, chronic fatigue/fibromyalgia, hypertension, pregnancy, and special needs. The pathologies for these conditions and contraindications are also taught. Two class hours, three laboratory hours. Offered Fall, Spring and Summer Semesters.
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150, and BIO 143; corequisites: MAS 210, BIO 244 or permission of program coordinator.

MAS 230 Introduction to Orthopedic/Sports Massage 3 Credits
This course introduces the student to orthopedic and sports specific massage. It includes identifying specific pathologies of the musculoskeletal system, application of detailed treatment in the massage therapy setting including neuromuscular and connective tissue techniques, pre and post competition massage, and professional documentation of treatments (SOAP). Two class hours, two laboratory hours.
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150 and BIO 143; corequisites: MAS 210, MAS 220, BIO 243, and BIO 244, or permission of program coordinator.

MAS 240 Shiatsu 3 Credits
This course introduces students to the eastern massage technique of Shiatsu, including history, five element theory, eastern pathology, body mechanics, self-care, and client communication. Comprehensive study of the twelve major meridians is covered. Two class hours, three laboratory hours. Offered Fall, Spring and Summer Semesters.
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150 and BIO 143.

MAS 250 Massage Therapy Seminar 2 Credits
This course prepares the student for successful entry into the profession of massage therapy. Case studies and topics relative to MAS 260 (Massage Therapy Clinical) are discussed weekly in order to fine tune client-centered communication and treatment skills. How to start out in business, self-employment ethics, self-care for longevity in the profession, and New York State Board preparation are covered. A capstone senior project is completed in this course. One class hour, three laboratory hours.
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150, BIO 143, and permission of program coordinator; corequisite: MAS 260.

MAS 260 Massage Therapy Clinical 5 Credits
This is an all laboratory course. Students assess and treat clients under the on-site supervision of a licensed massage therapist in order to complete the 150 hours of internship required for licensure by New York State. Students' professional treatment skills are evaluated by their clients and assessed by the instructor of the course. Ten laboratory hours. Offered Fall, Spring and Summer Semesters.
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150, BIO 143, and permission of program coordinator; corequisite: MAS 250, or permission of program coordinator.

Mathematics

We live in a world enriched by technology. To that end, the Mathematics Department embraces the selected use of technology, e.g., calculators, computer instruction, online testing, and online assignments, to enhance the learning of mathematics. Some MCC mathematics courses are available via non-traditional delivery methods such as hybrid courses, online courses, and courses taught exclusively in computer classrooms. Many mathematics instructors, in both traditional and non-traditional classes, require that students use online ancillaries as part of their courses, including online tests and assignments. Students should refer to their instructor’s course information sheet for details. If there are questions or concerns about the use of technology, students are encouraged to contact their instructor, preferably before classes start.

Mathematics Placement:
Correct placement is important for optimizing a student’s chances of success in mathematics. Options for a student’s first course in mathematics at MCC depend on the student’s placement level as indicated in the table below. Placement test scores are used to determine initial placement levels. Placement levels may be revised based on a review of the student’s previous transcripts, on SAT or ACT test results, or on pretesting during the first week of a TRS class. Regardless of placement level, students must satisfy the published course prerequisites.
Mathematics Placement
Placement Level - First Course Options
LEVEL 1 - TRS 092
LEVEL 2 - TRS 094, or *MTH 130
LEVEL 3 - *(TRS 094 or MTH 130 or 150)
LEVEL 4 - *(MTH 098 or 130 or 150)
LEVEL 5 - *(MTH 098, or MTH 130 or 150 or 151)
LEVEL 6 - *(MTH 104 or 130 or 135 or 150 or 151)
LEVEL 8 - *(MTH based on program and prerequisite)

*Students should select an appropriate TRS or MTH course for their program with the assistance of an advisor.

**MTH 099&104** means that the student registers for the 099 lab with the 104 class.

MTH 098 Elementary Algebra* No Credit
A first course in algebra. Topics include, but are not limited to, solving linear equations and inequalities, arithmetic operations on polynomials, factoring polynomials, introduction to rational and quadratic equations, simplifying expressions containing integer exponents, introduction to radicals and rational expressions, graphing linear equations, solving systems of two linear equations, and appropriate applications of these topics. In addition to regular homework assignments, student will be required to spend an average of one hour each week outside of class time on a supplemental learning activity as determined by the instructor (worksheets, computer software or other media). Four class hours per week; four fee hours; four imputed credits; no earned credits.
Prerequisite: TRS 094 with a grade of C or better, or MCC Level 4 Mathematics Placement.

**MTH 098, MTH 099, and MTH 104 are developmental courses. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science Degree.**

MTH 099 Elementary Algebra Review (lab for Intermediate Algebra) No Credit
Laboratory activities in algebra to supplement specially designated sections of MTH 104. Topics to be covered include, but are not limited to, reviewing arithmetic operations on real numbers, solving linear equations, graphing on the Cartesian Coordinate system and factoring polynomials. Two laboratory hours per week; one fee hour; one imputed credit; no earned credits.
Prerequisite: MCC Level 5 Mathematics placement or permission of instructor.

**MTH 098, MTH 099, and MTH 104 are developmental courses. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science Degree.**

MTH 104 Intermediate Algebra* 4 Credits
A second course in algebra with a brief introduction to right triangle trigonometry. Topics include quadratic factoring, quadratic equations in one and two variables, algebraic fractions, exponents and radicals, linear systems, graphing techniques, and appropriate applications of each of the topics. Four class hours. In addition to regular homework assignments, students will be required to spend an average of one hour each week, outside of class time, on a supplemental learning activity (computer software, videotapes, worksheets, audiotapes) as determined by the instructor.
Prerequisite: MTH 098 with a grade of C or better, or MTH 099 with a grade of C or better, or MCC Level 6 Mathematics Placement.

**MTH 098, MTH 099, and MTH 104 are developmental courses. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science Degree.**

MTH 104 Technical Mathematics II** 3 Credits
An extension of the concepts developed in MTH 140. Topics included are complex numbers, higher degree equations, oblique triangle trigonometry, exponential equations, logarithms, systems of linear and quadratic equations, and inequalities. Three class hours. NOTE: A specific calculator will be required of all students in this course.
Prerequisite: MTH 104 with a grade of C or better or equivalent.

**MTH 130 Modern Business Mathematics 3 Credits
This course will cover the basic concepts and processes of mathematics applied to various business situations including statistical procedures, percentage and percent distributions of financial statement data, merchandising, payrolls, taxation and insurance. Other topics include simple interest, compound interest and annuities. Three class hours. MTH 130 is a course for career business. It does not fulfill a mathematics requirement for most Associate in Arts or Associate in Science degrees.
Prerequisite: TRS 092 with a grade of C or better, or MCC Level 2 Mathematics placement.

**MTH 135 Introduction to Technical Mathematics** 4 Credits
An introductory course dealing with the development of algebraic and trigonometric concepts needed to solve problems in various technical areas. Topics include measurement and approximation, ratio and proportion, dimensional analysis, intermediate algebra, geometry, and right triangle trigonometry. Four class hours. NOTE: A specific calculator will be required of all students in this course.
Prerequisite: MTH 098 with a grade of C or better, or MCC Level 6 Mathematics Placement.

**MTH 135, MTH 140 and/or MTH 141 are required in various technology programs. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science Degree.**

MTH 140 Technical Mathematics I** 3 Credits
A course dealing with the algebraic and trigonometric concepts needed to solve problems in various technical areas. It includes a study of linear and trigonometric equations, dimensional analysis, ratios and proportion, functions and their graphs, right triangle trigonometry, graphs of trigonometric functions, vectors, and statistical topics. Three class hours. NOTE: A specific calculator will be required of all students in this course. (SUNY-M)
Prerequisite: MTH 125 with a grade of C or better or MTH 104 with a grade of C or better, or MCC Level 5 Mathematics placement.

**MTH 135, MTH 140 and/or MTH 141 are required in various technology programs. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science Degree.**

MTH 150 Survey of Mathematics 3 Credits
A study of various topics including an introduction to estimation, algebra, geometry, consumer mathematics, probability and statistics, with an emphasis on critical thinking and interpreting results. Other topics may be covered at the discretion of the instructor. Three class hours. MTH 150 is a common selection by Liberal Arts students with fewer than three years of high school mathematics. MTH 150 is not a prerequisite course for MTH 160 or higher. Although this course can satisfy your mathematics requirement for some MCC programs and transfer to some baccalaureate institutions, if you are planning to transfer please speak with an academic advisor or a Career Center counselor to ensure that this course meets your goals. (SUNY-M)
Prerequisite: TRS 094 with a grade of C or better, or MCC Level 3 Mathematics placement.

MTH 151 Mathematics in Our World 3 Credits
A study of various topics that explores the use of mathematics in the world around us. Topics include numbers in our lives (check digit schemes, modular arithmetic, and binary codes), voting and elections (methods and fairness criteria), routes and networks (paths, circuits, and spanning networks), and statistical research design and display (sampling, bias, and graphs). Three class hours. (SUNY-M)
Prerequisite: MTH 150 with a grade of C or better, or MTH 098 with a grade of C or better, or MTH 099 with a grade of C or better, or MCC Level 5 Mathematics placement.

MTH 155 Mathematics for Elementary Teachers I 3 Credits
A course essential in developing the mathematical competency of the teacher or prospective teacher at the elementary level. Students will develop a comprehensive understanding of the mathematical curriculum recommended by the NCTM (National Council of Teachers of Mathematics) Standards, using a problem solving approach. Topics include historical development of numbers and number systems, study of whole numbers, integers, rationals, irrationals, and reals; abstract number systems; and elementary number theory. NOTE: MTH 155 is not a teaching methods course. Three class hours.
Prerequisite: MTH 104 with a grade of C or better, or MCC Level 6 Mathematics Placement.

www.monroecc.edu/go/courses
MTH 156 Mathematics for Elementary Teachers II 3 Credits
A continuation of the concepts of MTH 155, which develop the mathematical competency of the teacher or prospective teacher at the elementary level. Students will develop a comprehensive understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics (NCTM) Standards using a problem solving approach with appropriate technology. Topics include functions, probability, statistics, measurement, 2 and 3 dimensional geometry, transformational geometry, congruence and similarity. Three class hours. MTH 156 is a special interest course; check for availability. (SUNY-M)
Prerequisite: MTH 155 with a grade of C or better.

MTH 160 Statistics I 3 Credits
An introduction to descriptive and inferential statistics intended to give an understanding of statistical techniques and applications in a wide variety of disciplines. Topics include measures of central tendency; dispersion and position; correlation and regression; probability and probability distributions, including binomial and normal; the Central Limit Theorem; parameter estimation and hypothesis testing. Minitab statistical software is used. Three class hours. MTH 160 is an appropriate elective for most programs. (SUNY-M)
Prerequisite: MTH 104 with a grade of C or better, or MCC Level 8 Mathematics Placement.

MTH 161 Statistics II 3 Credits
Statistical inference with an introduction to experimental design. Topics include hypothesis testing and estimation for means, proportions and variances; sample size determination; uses of Chi-square distribution; analysis of variance; linear correlation and regression, non-parametric statistics and statistical research. Minitab statistical software is used. Three class hours. Prerequisite: MTH 160 with a grade of C or better.

MTH 164 Introduction to Trigonometry 1 Credit
A first course in trigonometry. Topics include the trigonometric ratios, radian measure, angles in a coordinate system, ratio values for any angle, graphs of trigonometric functions and basic trigonometric identities and equations. A specific calculator will be required of all students in this course. One class hour. Prerequisite: MTH 104 with a grade of C or better, or MCC Level 8 Mathematics Placement.

MTH 165 College Algebra 3 Credits
This course is intended to enhance algebraic skills and graphing techniques, and to prepare students for Precalculus Mathematics and Applied Calculus. Topics include properties of the real number system, linear and quadratic equations, polynomials, inequalities and absolute value, exponential and logarithmic functions and systems of linear and non-linear equations. Three class hours. MTH 165 is an appropriate elective even if not pursuing science or mathematics. (SUNY-M)
Prerequisite: MTH 104 with a grade of C or better, or MTH 140 with a grade of C or better, MCC Level 8 Mathematics Placement.

MTH 166 Introduction to Data Analysis with Excel 1 Credit
An introduction to data analysis intended to give an understanding to applications involving basic descriptive statistics and regression. Topics include: statistical charts, measures of central tendency and dispersion, correlation, linear and non-linear regression modeling. Emphasis is on identification of model and interpretation. Excel software is used. One class hour. Corequisite: MTH 165 or Prerequisite: MTH 165 with a grade of C or better, or equivalent.

MTH 172 Technical Discrete Mathematics 3 Credits
An introduction to discrete mathematics primarily intended for students majoring in Information Technology or Computer Systems Technology. The emphasis will be on the development of technical discrete mathematics skills, rather than rigorous proof. Topics will include number systems, sets, logic, induction, elementary counting techniques, relations, functions, matrices, and Boolean algebra. Note: This course is not designed for students intending to major in Mathematics or Computer Science. Students intending to major in Mathematics or Computer Science should take MTH 220. Three class hours. Prerequisite: MTH 141 or MTH 165 with a grade of C or better, or equivalent.

MTH 175 Precalculus Mathematics with Analytic Geometry 4 Credits
A study of the properties and graphs of polynomial, piecewise, absolute value, rational, logarithmic, exponential, and trigonometric functions. There is an introduction to coordinate geometry, including the study of circles, parabolas, ellipses, and hyperbolas. This course is intended to prepare students for the study of calculus. A specific calculator will be required of all students in this course. Four class hours. Prerequisite: MTH 165 with a grade of C or higher or MTH 141 with a grade of C or higher, or equivalent.

MTH 200 Applied Calculus 4 Credits
An intuitive introduction to the principal ideas of differential and integral calculus. Among the topics covered are: functions (including exponential and logarithmic), limits, differentiation, and integration. Emphasis will be placed upon the use of calculus in solving problems from areas including business, economics, and the social and natural sciences. Four class hours.
Prerequisite: MTH 165 with grade of C or better, or equivalent.

MTH 210 Calculus I 4 Credits
This course will cover the basic concepts of differentiation of algebraic, trigonometric, exponential, logarithmic and inverse trigonometric functions. It includes an introduction to the concepts of limit, continuity and definite integral. Applications to rectilinear motion, graphing, maxima-minima, related rates, and area are explored. A specific calculator will be required of all students in this course. Students are advised to check with the Mathematics Department. Four class hours. Prerequisite: MTH 175 with grade of C or higher, or high school precalculus course with a grade of B (83) or higher.

MTH 211 Calculus II 4 Credits
In this course, Riemann sums leading to definite integrals are used in applications to problems in physics and geometry. Also included are: techniques of integration, improper integrals, indeterminate limit forms, infinite series, Taylor polynomials, power series, and an introduction to first-order separable differential equations and their slope fields. A specific calculator will be required of all students in this course. Students are advised to check with the Mathematics Department. Four class hours. Prerequisite: MTH 210 with a grade of C or higher.

MTH 212 Calculus III 4 Credits
The calculus of functions of more than one variable, partial differentiation, multiple integrals, polar coordinates, solid analytic geometry and vectors, and the calculus of vector-valued functions are covered. A specific calculator will be required of all students in this course. Students are advised to check with the Mathematics Department. Four class hours. Prerequisite: MTH 211 with a grade of C or higher.

MTH 220 Discrete Mathematics 3 Credits
An introduction to discrete mathematics primarily intended for students majoring in Mathematics or Computer Science. Topics will include propositional and predicate logic, elementary number theory, mathematical induction, set theory, combinatorics, functions, and relations. Methods of proof will be developed in a variety of mathematical contexts. Three class hours. Prerequisite: MTH 210 with a grade of C or higher, or equivalent.

MTH 225 Differential Equations 4 Credits
The topics include solution of the most common types of first order equations, solution of n-th order linear differential equations with constant coefficient, solution of non-homogeneous equations by the methods of undetermined coefficients and variations of parameters, applications to a variety of physical problems, Laplace Transforms, systems of linear differential equations. Four class hours. MTH 225 is required of students in Engineering Science program and physics advisement sequence. Prerequisite: MTH 211 with a grade of C or better.
<table>
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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>MTH 230</td>
<td>Linear Algebra</td>
<td>4</td>
<td>Topics include systems of linear equations, vectors and matrices, determinants, vector spaces, linear transformations, eigenvectors and eigenvalues, and numerical methods. Four class hours. Prerequisite: MTH 212 with a grade of C or better.</td>
</tr>
<tr>
<td>MTH 290</td>
<td>Independent Study</td>
<td>Variable</td>
<td>See the Department Chairperson.</td>
</tr>
<tr>
<td>MET 100</td>
<td>Mechanical Principles</td>
<td>3</td>
<td>Familiarizes the student with basic mechanical concepts. The lecture presents the principles which are applied and practiced in the laboratory. Laboratory experiences include blueprint reading, sketching, visualization and hand tool skills. The sketching assignments directly relate to the hand tools laboratory projects. The hand tools projects include mechanical fabrication and dissection of some common machines. One and one-half class hours, three laboratory hours. Prerequisite: Some experience with mechanical drawing is desirable, since most students in this course have had one or more terms of drawing.</td>
</tr>
<tr>
<td>MET 101</td>
<td>Technical Graphics</td>
<td>3</td>
<td>A course which combines the basic skills needed to communicate ideas in a graphical format with the understanding and use of a 2D and 3D CAD program (AutoCAD). The student will be able to generate 3 view drawings and pictorial sketches. The student will also be able to interpret and understand fully dimensioned drawings and create their own drawings using AutoCAD software. Understanding of the basic principles of 2D and 3D CAD will be reinforced to allow the student to quickly learn additional software packages in the future. Two class hours, two laboratory hours. Prerequisite: Some experience with mechanical drawing is desirable, since most students in this course have had one or more terms of drawing.</td>
</tr>
<tr>
<td>MET 103</td>
<td>Manufacturing Processes I</td>
<td>2</td>
<td>Operation of lathes, milling machines, drill presses, grinders, measurement and measuring instruments, utilization and capabilities of these devices in manufacturing processes. Fall semester only. One class hour, three laboratory hours.</td>
</tr>
<tr>
<td>MET 104</td>
<td>Manufacturing Processes II</td>
<td>2</td>
<td>A continuation of MET 103. Fabrication, manufacturing processes; field trips to local industries for observation of special machines, devices, and processes. Spring semester only. One class hour, three laboratory hours.</td>
</tr>
<tr>
<td>MET 111</td>
<td>CAD Graphics</td>
<td>3</td>
<td>An introductory course in technical graphics theory and computer-aided drawing. Topics covered will include orthogonal projection, isometric views, sectional views, dimensioning (to A.N.S.I. specifications), sketching and current CAD software commands. Two class hours, two laboratory hours.</td>
</tr>
<tr>
<td>MET 117</td>
<td>Geometric Tolerancing Inspection</td>
<td>1</td>
<td>Included in this course are the guidelines for selection of inspection methods and design of gauging when appropriate. Emphasis is placed on directly relating process control and measurement methods to the requirements of the design as stated in the engineering documentation in accordance with the National Standard (Y14.5). Four class hours per week for four weeks. Prerequisite: MET 115; MET 116 is recommended.</td>
</tr>
<tr>
<td>MET 121</td>
<td>Computer Aided Drafting/Design - Solid Modeling</td>
<td>3</td>
<td>An introductory course in Solid Modeling using SolidWorks software. Through a combination of lecture and hands-on laboratory experiences, the student will learn the basics of solid modeling design. Projects will focus on the importance of design intent and geometric relations to maximize the efficiency of the design process. Two class hours, two laboratory hours. Prerequisite: MET 101 or MET 111 or CIT 111 or permission from Department.</td>
</tr>
<tr>
<td>MET 122</td>
<td>Advanced Solid Modeling</td>
<td>3</td>
<td>An advanced course in solid modeling techniques for both part and assembly design using SolidWorks software. The student will learn to design using multiple solid bodies and surfacing through lecture and hands on experience. Other topics covered include Animations, Sweeps, Loft, Molding and Weldments. The student will also have an opportunity to create a prototype using a 3D printer. Two class hours, two laboratory hours. Prerequisite: MET 121 or ENR 153 or permission from Department.</td>
</tr>
<tr>
<td>MET 201</td>
<td>Designing for Materials, Manufacturing and Assembly</td>
<td>3</td>
<td>The student will become competent in material selection and design optimization techniques necessary for today’s modern manufacturing and assembly processes. Students will rate their own designs against manual and high speed robotic assembly techniques using state-of-the-art software tools. Student prototypes are created using design geometry and selected materials matched to the appropriate manufacturing processes such as Injection Molding, CNC Machining, Casting and Forging. Two class hours, two laboratory hours. Prerequisites: MTH 104 or 135 and MET 101 or ENR 153.</td>
</tr>
<tr>
<td>MET 202</td>
<td>Functional Design, Drafting, and Analysis</td>
<td>3</td>
<td>The student learns to apply Computer Aided Design tools to analyze the functional parameters of parts and assemblies. Student teams are required to design and analyze assemblies in a hands-on project based learning environment. Course modules include kinematic and motion analysis, tolerance analysis and functional loading analysis of parts and assemblies. Two class hours, two laboratory hours. Prerequisite: MET 101, ENR 153.</td>
</tr>
<tr>
<td>MET 206</td>
<td>Engineering Materials</td>
<td>3</td>
<td>The objective is to enable the mechanical technician to select appropriate materials, adhesives, and surface finishes for machine parts. Included are lectures and demonstrations on steels and other metals, plastics, concrete, adhesives, and surface finishes such as plating and painting. The course emphasis is on the macroscopic, mechanical and physical characteristics of engineering materials. Three class hours.</td>
</tr>
<tr>
<td>MET 208</td>
<td>Technical Mechanics, Dynamics</td>
<td>3</td>
<td>Review of statics study of motion of points and bodies, relationships between force, torque, and motion, study of work, energy, power, impulse, momentum, and vibrations. Fall semester only. Three class hours. Prerequisite: MET 203.</td>
</tr>
<tr>
<td>MET 225</td>
<td>Machine Design Theory I</td>
<td>3</td>
<td>Study and mathematical analysis of mechanical components including fasteners, shafts, belts, chains, gearing, brakes, clutches, and springs. Introduction to mechanical energy and power. Three class hours. Prerequisite: MTH 140 or MTH 185 or higher, PHY 131 or higher level Physics. Co-requisite: MET 203.</td>
</tr>
<tr>
<td>MET 226</td>
<td>Machine Design Theory II</td>
<td>3</td>
<td>Continuation of MET 225. Study and analysis of mechanical components including cams, bearings, seals, mechanism, hydraulic equipment, and pneumatic equipment. Three class hours. Prerequisite: MTH 140 or higher, PHY 132 or higher, MET 225. Co-requisite: MET 203.</td>
</tr>
<tr>
<td>MET 290</td>
<td>Independent Study</td>
<td>Variable</td>
<td>See the Department Chairperson.</td>
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### Course Descriptions

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</thead>
<tbody>
<tr>
<td>MUS 101</td>
<td>Music Appreciation</td>
<td>3</td>
<td>Interest, taste and discrimination in music and its relationship to other art forms; survey of style periods of Western Music; Medieval, Renaissance, Baroque, Classical, Romantic and Twentieth Century; survey of musical forms, instruments of the orchestra, and music in national cultures; biographical sketches of composers; listening to records essential. Three class hours. (SUNY-H)</td>
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</tr>
<tr>
<td>MUS 108</td>
<td>College Chorus</td>
<td>1</td>
<td>Performance of a wide variety of choral music. Musical selections range from traditional to contemporary and include such diverse styles as madrigals, songs, chorales, folk music, jazz and rock. Three class hours. (May be repeated for additional credit.) (SUNY-A)</td>
<td></td>
</tr>
<tr>
<td>MUS 109</td>
<td>Music Theory I</td>
<td>4</td>
<td>Instruction in music theory, ear-training, and sight-singing based on the techniques of the Common Practice Period. Activities include: sight-singing of diatonic melodies, melodic, harmonic and rhythmic dictation, study of intervals, scales, triads, the dominant seventh chord and non-harmonic tones in analysis, and the connection of triads in four-voice writing. Computer software is incorporated to reinforce music theory concepts and for ear training practice. Four class hours. (SUNY-A)</td>
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<tr>
<td>MUS 110</td>
<td>Music Theory II</td>
<td>4</td>
<td>This course is a continuation of the ear training, sight singing and written materials of MUS 109 in greater depth and detail. Instruction is based on the techniques of the Common Practice Period. Principles of harmonic progression, diatonic common chord modulation, non-harmonic tones, the Classic Period, developmental techniques and small homophonic forms. Computer software is incorporated to reinforce music theory concepts, for ear training practice, and to typeset homework assignments. Four class hours. Prerequisite: MUS 109 or permission of the instructor (SUNY-A)</td>
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<tr>
<td>MUS 111</td>
<td>Song Writing</td>
<td>3</td>
<td>The study of successful song forms and creative imitation of student's own experience into original parodies and songs. Three class hours. (SUNY-A)</td>
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<tr>
<td>MUS 118</td>
<td>Broadway Musicals</td>
<td>3</td>
<td>A survey of musicals, revues and Broadway shows which represent the growth and development of American musical theatre as an art form. Students will learn to recognize and identify the characters, plot, best-known show tunes and other important facets of musical theatre. Three class hours.</td>
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<tr>
<td>MUS 119</td>
<td>Music in World Cultures</td>
<td>3</td>
<td>A diverse overview of classical, popular, and folk music traditions comprising all of the major world cultures. The objectives of the course are to look closely at how we define what music is and what social and cultural roles it serves in our lives. Students will listen to music from other cultures and discuss how the music reflects differences in the way that another society defines music and its role in their lives. This process will also show how diverse and global our own musical traditions already are. The course will also explore the role of music as ritual, mode of communication, work accompaniment and artistic expression. Three class hours, two experiential hours. Offered both Fall and Spring Semesters. This course satisfies the requirement for a social science elective. (SUNY-ARTS and SUNY-HUMANITIES)</td>
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<tr>
<td>MUS 120</td>
<td>Jazz in American Society</td>
<td>3</td>
<td>A survey course in the evolution of jazz in America. Historical significances are identified and traced from rhythmic worksongs and spirituals of the late 1800s through avant-garde jazz of the 1970s. Specific concentration as to personalities and musical styles occurs for the major eras and trends in jazz; e.g., Ragtime, Dixieland, Swing, Bebop, Progressive, Modern, Third Stream, Rock, Jazz. This course satisfies the requirement for a social science elective. Three class hours.</td>
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<tr>
<td>MUS 121</td>
<td>Voice Class</td>
<td>3</td>
<td>Group instruction in the mastery of vocal techniques, the study of common vocal problems, the development of basic musicianship and the cultivation of expressive singing ability. Students will perform songs covering a wide variety of moods, styles, and textual subjects. Three class hours.</td>
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<tr>
<td>MUS 122</td>
<td>Piano Class I</td>
<td>3</td>
<td>Group instruction in fundamental piano technique designed for the beginner. Pupils learn to read music, improvise chordal accompaniments, and develop technical proficiency through performance of elementary piano music. Two class hours, one laboratory hour. (SUNY-A)</td>
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<tr>
<td>MUS 123</td>
<td>Piano Class II</td>
<td>3</td>
<td>A continuation of MUS 122. Group instruction designed to develop piano proficiency at the advanced beginner level. Includes further development of technical and music reading skills including improvisation. Two class hours, one laboratory hour. Prerequisite: MUS 122 or performance equivalent to MUS 122, or permission of instructor.</td>
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</tr>
<tr>
<td>MUS 124</td>
<td>Guitar Class I</td>
<td>3</td>
<td>An introductory course in the fundamentals of guitar playing, designed for the beginning student. A dual approach to the instrument will be taught: 1) as an accompaniment for singing; the student will learn chords, progressions, strums, and finger-picking; 2) as a solo instrument; the student will learn the fundamentals of reading music, as applied to the guitar; e.g. staff-notation, meters, rhythms, scales, positions with emphasis on developing dexterity. Three class hours. Students must provide their guitars. (SUNY-A)</td>
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<tr>
<td>MUS 125</td>
<td>Guitar Class II</td>
<td>3</td>
<td>An intermediate course in guitar playing designed for the student with more than an elementary knowledge of guitar technique. Emphasis on the guitar as a solo instrument - including scales in all positions, technical reading studies, solo playing, with emphasis on the development of right hand dexterity. Spring semester only. Three class hours. Students must provide their own guitars. Prerequisite: MUS 124 or permission of the instructor.</td>
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<tr>
<td>MUS 126</td>
<td>Applied Piano Minor I</td>
<td>1</td>
<td>A practical course in piano skills (scales, arpeggios, improvisation and accompanying) designed for students currently studying a major applied instrument or major vocal applied. Students should possess skills in music theory and be able to read music. Fall semester only. One and one-half laboratory hours. (SUNY-A) Prerequisite: Permission of instructor.</td>
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</tr>
<tr>
<td>MUS 127</td>
<td>Applied Piano Minor II</td>
<td>1</td>
<td>A continuation of MUS 126 for students currently studying voice or an instrument. Spring Semester only. One and one-half laboratory hours. Prerequisite: MUS 126 or equivalent, or permission of instructor.</td>
<td></td>
</tr>
<tr>
<td>MUS 128</td>
<td>MIDI Recording Techniques</td>
<td>3</td>
<td>An introductory course in computer-assisted music production. Students will learn the fundamentals of the Musical Instrument Digital Interface (MIDI) as they pertain to MCC’s own MIDI studio. Using the synthesizer, drum machine and tone generator, students will produce high quality demo tapes of the music of their choice. Three class hours. (SUNY-A) Prerequisite: Basic keyboard proficiency or permission of instructor.</td>
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<tr>
<td>MUS 129</td>
<td>Studio Production</td>
<td>3</td>
<td>Designed to give the students practical experience in recording live music using digital multi-track recorders. The students will understand the use of microphones, mixers, multi-effects units and MIDI (Musical Instruments Digitally Interfaced) applications. Students will be given an overview of how past, present and future technological changes in the music industry impact recording techniques. Three class hours. Prerequisite: MUS 129 is strongly recommended.</td>
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<tr>
<td>MUS 130</td>
<td>Percussion Class</td>
<td>3</td>
<td>Group instruction in basic percussion techniques. Includes learning the rudiments (rolls, flams, ruffs, paradiddles, etc.) of reading drum music. Two, three, and four part ensemble experience in various styles. Developing four-limb coordination for drum-set playing</td>
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and learning basic rock, Latin, and jazz rhythms on the set. Correct playing techniques for some of the secondary percussion instruments: hand cymbals, bass drum, triangle, tambourine, maracas, claves, cowbells, guiro, cabasa, and conga. Three class hours.

MUS 133  Lyric Writing  3 Credits
This course will improve the student's ability to write words to music. Students will enhance their skills not by reading about lyric writing but by completing dozens of writing exercises and assignments. The results will be lyrics that are clear, concise and creative. Besides the usual topics of meter, rhyme and form, students will learn topics not widely known outside of songwriting circles. These topics include how to start writing a lyric quickly, how to write more effective lyrics by examining the words within the title, pulse points, how to develop a song one line at a time, finding the lyrical approach, blocking a song, the importance of contrast along with other tricks, tips and techniques used by professional writers. Discussions will include work habits, breaking writers block and career opportunities. The ability to read and write music is helpful but not necessary. This course will focus on the written word. 
Prerequisite: ENG 101 or permission of the instructor.

MUS 140  Jazz Ensemble  1 Credit
Rehearsal and performance of jazz, Latin, and pop instrumental, music for big band (piano, bass, drums, saxophones, trumpets, trombones, and guitar). Rehearsals include study of playing with good time, intonation, jazz inflections, articulations, and correct interpretation of classic jazz literature to modern styles. Concert performances include major concerts twice each semester in MCC's Theatre, and there is the potential for additional on-campus or off-campus performances. (This course may be repeated for credit.) Three laboratory hours, 10+ experiential hours. 
Prerequisite: Prior experience in a jazz band or permission of instructor. Recommended corequisites: MUS 143/144 is highly recommended.

MUS 141  Madrigal Singers  1 Credit
A select group of singers rehearsing and performing vocal music from the Medieval and Renaissance time periods. Emphasis will be on developing musicianship and ensemble singing with the goal of understanding these musical styles and experiencing the joy of public performance. May be repeated for additional credit. Fall Semester only. Three class hours. 
Prerequisite: Audition or permission of instructor.

MUS 142  Musical Production  3 Credits
A select group of actor/singers and musicians whose main goal is to rehearse and perform a Broadway musical production. Students will learn the vocal and dance portion of performing in a full scale musical production. Students will experience costumed and staged live performances. May be repeated for additional credit. Three class hours. 
Prerequisite: Audition or permission of instructor.

MUS 143  Jazz Improvisation I  3 Credits
An introductory level course that explores the theory of jazz. This class will use standard jazz tunes as vehicles to explore harmony, melody, rhythm, improvisational concepts, basic keyboarding skills, and composition in a functional way. Modes of the major scale, ii-V-I's, and the blues scale will be discussed as well as major, minor, and diminished chord structures with sevenths. Theory discussions and written assignments will be combined with ear training, listening examples, and playing standards in class so as to increase the student’s ability to improvise in an instrumental jazz group. Three class hours. 
Prerequisite: MUS 109 or permission of instructor.

MUS 144  Jazz Improvisation II  3 Credits
A continuation of MUS 143 that examines the theory of jazz. This class will use standard jazz tunes as vehicles to explore harmony, melody, rhythm, improvisational concepts, basic keyboarding skills, and composition in a functional way. In addition to modes of the major scale, ii-V-I's, blues scale, and seventh chords being reviewed, extensions 9, 11, 13, modes of the melodic minor, and the diminished scale will be introduced. Theory discussions and transcription/composition assignments will be combined with ear training, listening examples, and playing standards in class so as to increase the student’s ability to improvise in an instrumental jazz group. Three class hours. 
Prerequisite: MUS 143 or permission of instructor.

MUS 145  Jazz Combo  1 Credit
Rehearsal and performance of traditional jazz standards, Latin, avant-garde and pop instrumental, music for small combo (piano, bass, drums, guitar, and some horns such as saxophone and trumpet ). Rehearsals include study of playing compositions with an emphasis on improvising in a small group format. Correct interpretation of classic jazz literature to modern styles is studied in this context of a small combo. Concert performances include major concerts twice each semester in MCC's Theatre, Atrium, or Student Center and there is the potential for additional on-campus or off-campus performances. (This course may be repeated for credit.) Three laboratory hours, 10+ experiential hours. 
Prerequisite: Prior experience improvising in a jazz band or permission of instructor; corequisite: MUS 143/MUS 144 is highly recommended.

MUS 146  Vocal Jazz/Show Choir  1 Credit
A select group of singers and instrumentalists rehearsing and performing vocal music from the jazz and show choir repertoire. Emphasis will be on developing musicianship and ensemble singing with the goal of understanding these musical styles and experiencing the joy of public performance. May be repeated for additional credit. Spring Semester only. Three class hours. 
Prerequisite: Audition or permission of instructor.

MUS 149  Comprehensive Jazz History  3 Credits
A study of the many aspects of playing the electric guitar and/or the electric bass. Students will learn music theory, guitar symbols, melodies, scales, and arpeggios. Emphasis is on the practical application of music fundamentals when playing by ear, imitation of styles (jazz, pop, rock, folk), and solo group improvisation. Students supply their own instruments and/or equipment. Three class hours. (SUNY-A) 
Prerequisite: Student should have some knowledge of guitar playing.

MUS 150  History of Rock 'n Roll  3 Credits
A survey course that traces the roots of rock 'n roll from its origins in blues and rock 'n roll through to present day styles. In addition to the musical styles, the course will also look at the cultural, economic and social influences that shaped this American musical phenomena. This course satisfies the requirement for a social science elective. Three class hours.

MUS 151  Music Performance and Lessons  2 Credits
Provides students with an opportunity to develop their music abilities through solo or ensemble performances before college audiences, through individualized private study of instrumental or vocal music under the supervision of qualified teachers, and a final exam jury before the music faculty. A minimum of 15 one-hour lessons is required per semester. Cost of lessons is not included in MCC tuition. One class hour plus one hour of private instruction. (May be repeated for additional credit.) (SUNY-A) 
Prerequisite: Music Department audition.

MUS 152  Electric Guitar and Electric Bass  3 Credits
A study of the many aspects of playing the electric guitar and/or the electric bass. Students will learn music theory, guitar symbols, melodies, scales, and arpeggios. Emphasis is on the practical application of music fundamentals when playing by ear, imitation of styles (jazz, pop, rock, folk), and solo group improvisation. Students supply their own instruments and/or equipment. Three class hours. (SUNY-A) 
Prerequisite: Student should have some knowledge of guitar playing.

MUS 153  Classical Guitar  3 Credits
A study of classical guitar techniques and music literature, with emphasis on the execution of dexterity, a thorough understanding of music fundamentals and the performance of a wide variety of classical solo and ensemble music. Students provide their own guitar. Spring semester only. Three class hours. (SUNY-A) 
Prerequisite: Student should have some knowledge of guitar playing.

MUS 155  African-American Music in America  3 Credits
A comprehensive survey into the musical idiom that comprises the African-American musical landscape. This course will discuss the important contributions that led to the development of the Negro spiritual, raga, blues, jazz, and the hip-hop cultural phenomenon. A historical study of the relationship that African-American music has had on western composers including Igor Stravinsky, Darius Milhaud, and Claude Debussy. This course satisfies the requirement for a social science elective.
MUS 159 Aural Skills I 1 Credit
This course reinforces Music Theory concepts and develops skills in sight singing as well as melodic and rhythmic dictation.
Corequisite: MUS 109 or permission of instructor

MUS 160 Aural Skills II 1 Credit
This course is a continuation of Aural Skills I. It reinforces Music Theory concepts and develops skills in sight singing as well as melodic and rhythmic dictation.
Prerequisite: MUS 159 or permission of instructor; corequisite: MUS 110 or permission of instructor

MUS 161 Guitar Ensemble 1 Credit
Rehearsal and performance of a wide variety of music literature composed and arranged for four or more guitars. Minimum requirements include reading and playing in first position, reading of basic rhythm pattern including eighth and sixteenth notes. (Course may be repeated for additional 1 credit.) Three class hours. Students must provide their own guitar.

MUS 190 Music Rehearsal and Performance 3 Credits
Rehearsal and performance of specialized musical groups for significant musical events; i.e., Broadway musicals, instrumental and vocal ensembles organized to perform music in a specific style. 45 to 135 class hours. This course can be repeated for additional credit.

MUS 201 History of Music I 3 Credits
Music from antiquity through 1750, covering Medieval, Renaissance and Baroque style periods; essential score reading and listening to records outside of class. Fall semester only. Three class hours. This course satisfies the requirement of humanities or social science credit. (SUNY-WC)
Prerequisites: Completion of a music theory course or music appreciation, and elementary skill in music reading or permission of the instructor.

MUS 202 History of Music II 3 Credits
Music from 1750 through the present covering Classical, Romantic and Twentieth Century style periods; essential score reading and listening to records outside of class. Spring semester only. Three class hours. This course satisfies the requirement of humanities or social science credit. (SUNY-WC)
Prerequisite: MUS 201 or permission of the instructor.

MUS 209 Music Theory III 4 Credits
A study of diatonic seventh chords, borrowed chords, secondary dominants, augmented sixth chords, chromatic and in harmonic modulation and musical forms of the Classic and Romantic Periods, sight-singing and harmonic and melodic dictation related to chromatic harmony, early 20th century techniques. Computer software is incorporated to reinforce music theory concepts, for ear training practice, and to typeset homework assignments. Four class hours.
Prerequisite: MUS 110 or permission of the instructor.

MUS 210 Music Theory IV 4 Credits
Studies of 20th century techniques, with student compositions performed and evaluated in class. Computer software is incorporated to reinforce music theory concepts, for ear training practice, and to typeset homework assignments. Four class hours.
Prerequisite: MUS 209 or permission of the instructor.

MUS 221 Voice Class II 3 Credits
Intermediate collegiate level study of vocal music with emphasis on developing diction, breath control, increasing vocal resonance, improving stage presence, and cultivating accuracy, artistry and musicianship. Students will study a wide variety of vocal materials; e.g., Elizabethan lute songs, classical and romantic art songs, as well as standards, “pop” styles, and Broadway show tunes. Three class hours.
Prerequisites: MUS 121, prior vocal experience, or by audition.

MUS 226 Applied Piano Minor III 1 Credit
A course designed to increase essential keyboard skills and score reading; improve technique through the study and performance of collegiate level intermediate difficulty piano studies; and provide instruction in proper methods of accompanying, melodic and harmonic improvisation, and transposition. Fall semester only. One and one-half laboratory hours. Prerequisite: MUS 127 or equivalent, or permission of instructor.

MUS 227 Applied Piano Minor IV 1 Credit
A continuation of practical keyboard studies at the advanced intermediate (collegiate) level of study. Continued development of keyboard skills including SATB vocal score reading, harmonization, improvisation, transposition, and modulation. Instrumental score reading and instrumental accompaniment. Spring semester only. One and one-half laboratory hours. Prerequisite: MUS 226 or equivalent, or permission of instructor.

MUS 229 MIDI Recording Techniques II 3 Credits
This course is a continuation of MUS 129 class and lab, using computer-based sequencing software connected to synthesizer keyboards and other related devices. Lecture and demonstration of more advanced parameters of software used will be studied and applied. Musical factors such as composition, arranging, and song forms will be discussed to further the overall finished production of students’ projects. Basic keyboard/theory proficiency are required. Offered every Spring Semester. Three class hours.
Prerequisite: MUS 129.

MUS 231 Studio Production II 3 Credits
A continuation of MUS 131. This course offers more in-depth study and application of recording instruments and vocals using microphones, digital multi-track recorders, effects units, 24-channel recording console, DAT (digital audio tape) and CD-R (compact disk) recorders, computer hard disk recording and editing, and MIDI (Musical Instrument Digital Interface) synthesizers. Musical production techniques as well as technical concepts will be discussed to provide the student with an understanding of the entire recording and production process. Offered every Spring Semester. Three class hours.
Prerequisites: MUS 128 and MUS 131.

MUS 253 Music Business 3 Credits
This course will introduce the student to the different facets of the music business. The course will aim to increase the participant’s knowledge of the inner workings of the business, as well as how they relate to one another. Areas of concentration are music publishing, income sources, recording studios, copyrights, recording companies, and other related avenues. Whether the student wants a career in teaching or performing, this course will give an overview of some of the things to expect. Three class hours.

MUS 259 Aural Skills III 1 Credit
This course is a continuation of Aural Skills II. It reinforces Music Theory concepts and develops skills in sight singing as well as melodic and rhythmic dictation.
Prerequisite: MUS 160 or permission of instructor; corequisite: MUS 209 or permission of instructor

MUS 260 Aural Skills IV 1 Credit
This course is a continuation of Aural Skills III. It reinforces Music Theory concepts and develops skills in sight singing as well as melodic and rhythmic dictation.
Prerequisite: MUS 259 or permission of instructor; corequisite: MUS 210 or permission of instructor

MUS 290 Independent Study Variable Credit
See the Department Chairperson.

Nursing
NUR 110 Foundations of Nursing 1 Credit
A non-clinical course in which the foundations of the profession of nursing are examined through exploration of the health care delivery system, nursing roles, nursing history, educational, legal and ethical bases for practice. One class hour.

NUR 111 Fundamentals of Nursing 7 Credits
The conceptual framework of the MCC nursing program is introduced. The nursing process is presented and used as a framework to focus on nursing care of an individual with non-acute health care needs. Emphasis is placed on assessment of an individual’s ability to meet basic needs and implementation of fundamental therapeutic nursing interventions in response to unmet basic needs. The core components of associate degree nursing practice (Professional Behaviors, Communication, Assessment, Clinical Decision-Making,
Therapeutic Nursing Interventions, and Collaboration) are introduced. Teaching and Learning, and Managing Care core components are defined. Three class hours, two conference hours, six clinical laboratory hours. Prerequisites: Grade of C or better in high school chemistry, biology and either Sequential Math, Math A Regents or High School Algebra or MTH 098; corequisites: NUR 110, PSY 101 and BIO 142 unless previously taken.

NUR 112 Nursing Care of the Adult and Child-I 8 Credits
Focus is on basic needs of clients and the use of the nursing process to promote wellness, prevent illness and manage responses to identified actual or potential health problems. Topics include those related to body image, circulation, gastrointestinal disorders, infection, metabolism (diabetes), movement and sensation (musculoskeletal, vision and hearing), neoplasms, pain and surgery. The core components of Associate Degree Nursing Practice (Professional Behaviors, Communication, Assessment, Clinical Decision Making, Therapeutic Nursing Interventions, Teaching and Learning, Collaboration, and Managing Care) are developed and applied. One class hour, four conference hours, nine clinical laboratory hours. Prerequisites: NUR 110 and NUR 111 with a minimum grade of C, PSY 101, BIO 142 with a minimum grade of C; corequisites: BIO 143, PSY 212 and ENG 101 or ENG 200, unless previously taken.

NUR 150 Application of the Nursing Process 1 Credit
Introduction to curriculum concepts with emphasis on the use of the nursing process as the student assesses the basic needs of clients. Selected nursing content from the core curriculum is discussed. Twelve class hours, nine laboratory hours. Cannot be used as an elective in the Nursing program. Prerequisites: NUR 150 is required for students who are transferring into the program, admitted with advanced standing, or returning to the program after an absence of one year. Completion of NUR 150 requirement is valid for one year. Students reentering NUR 111 do not need to take NUR 150.

NUR 160 Critical Thinking Utilizing the Nursing Process 1 Credit
This one-credit elective course is designed to assist nursing students from any of the four semesters with developing improved critical thinking skills necessary for safe, efficient, and holistic care. The course is a late-start course meeting weeks 7-14 for two hours each week. A case study approach lends well to interactive class periods where nursing students will be able to develop, utilize, and receive valuable feedback regarding developing a unique, individual plan of care for patients using critical thinking skills. Group work, individual projects, and documentation are emphasized in the development of these crucial critical thinking skills. Prerequisite: Current or prior matriculation in the Nursing program, or with permission of faculty

NUR 210 Issues in Nursing 1 Credit
A non-clinical course devoted to exploration of issues impacting on nursing and the emerging practitioner of nursing. Basic concepts and issues in nursing leadership are introduced. Exploration of management concepts continues. Taken prior to or concurrently with NUR 211 and NUR 212. One class hour. Prerequisites: NUR 110 and NUR 112 with a minimum grade of C.

NUR 211 Psychiatric-Mental Health Nursing (Seven Weeks) 4 Credits
Focus is on the basic needs of clients and the use of the nursing process to promote wellness, prevent illness and manage responses to identified actual or potential mental health problems. Topics include those related to anxiety, rituals, dissociative patterns, somatization, psychosis, pathological suspicion, depression, mania, borderline behavior, antisocial behavior, anger, risk for violence and abuse of food/chemicals/individuals. The core components of Associate Degree Nursing Practice (Professional Behaviors, Communication, Assessment, Clinical Decision-Making, Therapeutic Nursing Interventions, Teaching and Learning, Collaboration, and Managing Care) are explored and applied. Two class hours, three conference hours, nine clinical laboratory hours. Prerequisites: NUR 112 with a minimum grade of C, BIO 143 with a minimum grade of C, PSY 212 and ENG 101; corequisites: NUR 210, BIO 202 and SOC 101, unless previously taken.

NUR 212 Maternity Nursing (Seven Weeks) 4 Credits
Focus is on the basic needs of maternal and newborn clients with the use of the nursing process to promote wellness, prevent illness and manage responses to identified actual or potential health problems. Topics include normal perinatal outcomes, current birth practices and common maternal and neonatal considerations. The core components of Associate Degree Nursing Practice (Professional Behaviors, Communication, Assessment, Clinical Decision Making, Therapeutic Nursing Interventions, Teaching and Learning, Collaboration, and Managing Care) are explored and applied. Two class hours, three conference hours, nine clinical laboratory hours. Prerequisites: NUR 112 with a minimum grade of C, BIO 143 with a minimum grade of C, PSY 212 and ENG 101; corequisites: NUR 210, BIO 202, SOC 101, unless previously taken.

NUR 213 Nursing Care of the Adult and Child-II 8 Credits
Focus is on the basic needs of clients and the use of the nursing process to promote wellness, prevent illness and manage responses to identified actual or potential health problems. Topics include those related to chronic illness, excretion (renal), immune response, metabolism (hepatic), movement and sensation (neurologic), oxygenation, and terminal illness. The core components of associate degree nursing practice (Professional Behaviors, Communication, Assessment, Clinical Decision Making, Therapeutic Nursing Interventions, Collaboration, Teaching and Learning, Managing Care) are expanded and integrated into clinical practice. One class hour, four conference hours, nine clinical hours. Prerequisites: NUR 211, BIO 202 with a minimum grade of C. NUR 210, 212 with a minimum grade of C; corequisites: 6 credits general electives, 2 credits Physical/Health Education, unless previously completed.

NUR 290 Independent Study Variable Credit
See the Department Chairperson.

Office Technology

C E 270 Cooperative Education-Office Technology 4 Credits
Students who work or desire to work either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career related classroom seminar (2 hours per week on campus) while working at a job (225 hours per semester) in the area of Office Technology. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. Working an additional 225 hours (no seminar requirement) and meeting certain other prerequisites allows a student to earn two more credit hours for a total of six credit hours, the maximum possible on a Co-op program. (The Department Chair and the Co-op Director must approve a student’s working toward the additional two credits.) The Co-op Office located in 3-108 will assist in obtaining jobs. Present job may qualify. Appropriate work experience must be approved by the Co-op Director. Must have completed 24 credit hours with a 2.0 GPA. Exceptions with permission from the Co-op Office.

OFT 110 Keyboarding 3 Credits
A course designed to learn touch keyboarding and to develop speed and accuracy. An introduction to the Windows environment and word processing using Microsoft Word for the creation of basic business documents. Open to all students. Recommended for those with no keyboarding experience or those who key less than 25 words per minute. Four class hours.

OFT 111 Intermediate Word 3 Credits
Development of formatting skills through Microsoft Word. Preparation of business documents including letters, memorandums, reports and tables, and an introduction to newsletters and electronic communication. Emphasis on proofreading, production, and mailability skills. Recommended for those who type more than 30 NWAM for five minutes within five errors. Students should have had a minimum of one semester of keyboarding instruction. Five class hours. Prerequisite: OFT 110 or permission of instructor.
OFT 112 Advanced Word I 3 Credits
An intermediate course emphasizing enhanced formatting skills utilizing Microsoft Word. Production of mailable business documents with advanced features. Integrating decision making and problem solving skills are stressed. Continued emphasis on speed development and accuracy. Five class hours.
Prerequisite: OFT 111 with a grade of C- or better.

OFT 121 Introduction to Keyboarding 1 Credit
This course will cover alphabetic, numeric and symbol keys. Straight copy speed and accuracy rates are developed, as well as proofreading skills. No word processing skills are covered. No prior computer skills necessary. One class hour.

OFT 141 Grammar for the Office Professional 3 Credits
A presentation and review of grammar, including punctuation, capitalization, number styles, and sentence structure, for accurate business usage. A three-level learning approach is used to facilitate comprehension and to promote a mastery level of grammar by providing graduated learning segments. For students taking TRS courses, they should have completed TRS 105 prior to enrolling in this class. Three class hours.

OFT 170 Spreadsheet Applications Excel 3 Credits
An intensive course covering Microsoft Excel. Objectives include preparing, formatting, and enhancing worksheets, applying formulas and functions, charting, using analysis, linking, workbook features, and increase productivity through use of macros and templates. This course is designed to teach skill sets needed for the Microsoft Office Certification Exam. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Three class hours.

OFT 171 Microsoft Access--Records Management 3 Credits
An intensive course that covers Microsoft Access. Objectives include planning and designing databases; building and modifying tables, forms and reports; advanced manipulation of data; defining relationships; modification of report properties; subforms, switchboards, PivotTables, and importing/exporting data. This course is designed to cover skill sets needed for the Microsoft Office Certification Exam. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Three class hours.

OFT 172 Microsoft PowerPoint-Presentations 2 Credits
This course will offer a thorough coverage of the Microsoft PowerPoint presentation package. Areas covered include all skill sets needed for Microsoft Office Certification Exam. Instruction will cover animation, use of color and objects, and importing and exporting data and images. Activities include creating a slide show as well as delivering the presentation. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Two class hours.

OFT 174 Microsoft Publisher-Desktop Publishing 2 Credits
This course will focus on production, assembling, and the design of administrative publications through the use of Microsoft Publisher using the personal computer. Topics will include designing page layout, creating graphics, using templates, manipulating text and graphics, using style sheets, scanning images, and adding special effects. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Two class hours.

OFT 175 Microsoft Outlook 1 Credit
Microsoft Outlook is the most popular e-mail program used by businesses. It is an integral part of Microsoft Office. This course covers introductory uses of Outlook which include: communicating by e-mail, managing contacts, calendaring, address book, schedule management, instant messaging, using help, accessing Outlook via the Web, and customizing Outlook. Successful completion of this short course will prepare the student for the Microsoft Office Specialist Certification exam.

OFT 201 Advanced Word II 3 Credits
Advanced Microsoft Word applications. Orientation to collaborative work experiences with instruction toward advanced skill sets for Microsoft Office Certification Exam. Topics covered include graphics, fields, electronic forms, macros, and long document production utilizing master and subdocuments. Projects integrate decision-making and problem-solving skills. Continued development of speed and accuracy. Four class hours.
Prerequisite: OFT 112 with a grade of C- or better.

OFT 202 Office Simulations 2 Credits
This course covers office simulations and projects that draw from all aspects of Microsoft Office Professional software. Realistic workplace projects integrate business vocabulary, critical thinking strategies, and web-research skills into document processing. Two class hours.
Prerequisite/Corequisite: OFT 201, or permission of instructor.

OFT 214 Administrative Office Procedures 3 Credits
Students will learn concepts and procedures used in an electronic office. Topics include use of communications devices and equipment, use of electronic mail (Outlook), record management, reprographics technology, administrative travel procedures, and electronic research and reference procedures. Students will discuss professional conduct and ethics, job readiness techniques, and small group collaboration. Three class hours.
Prerequisites: OFT 112 and OFT 141.

OFT 215 Administrative Office Management 3 Credits
An introduction to the principles of administrative office management, including environment, human relations, and office systems. Use of case studies, abstracts and computerized research. Three class hours. Prerequisites: OFT 111, OFT 112 and OFT 141, or permission of instructor.

OFT 240 Office Transcription 3 Credits
An introduction to and development of transcription skills from dictated material. A review of grammar and punctuation along with an emphasis on spelling and word study skills. An introduction to the mailable concept during transcription practice with the goal of mailable in testing situations. Three class hours. Prerequisites: OFT 111 with a grade of C- or better and OFT 141.

OFT 257 Legal Studies I 3 Credits
Designed to develop competency in legal terminology and transcription. Students will receive an in-depth study of legal terminology while developing the skills needed to accurately transcribe from dictated material. Emphasis will be on comprehension of terminology, language arts, proper formatting, and proof reading skills. Four class hours. Prerequisites: OFT 112 and OFT 141 or permission of instructor.

OFT 258 Legal Studies II 3 Credits
This course introduces students to the following topics: law office organization, file management, client interaction, document formatting, recordkeeping, legal research, court and legal documents, legal specializations, and the court system. Students will perform a variety of tasks to develop time management skills, evaluate work, and solve problems. Spring Semester only. Four class hours. Prerequisites: OFT 112 and OFT 141 or permission of instructor.

OFT 267 Medical Office Transcription 3 Credits
Designed to develop competency in medical terminology and transcription. Emphasis on accuracy, document formatting, grammar principles, production, and understanding of the responsibilities and competencies of the medical transcriptionist. Spring Semester only. Four class hours. Prerequisites: OFT 111 and HIM 104.

Course Descriptions 193
OPT 268  Medical Office Procedures  3 Credits
The duties and responsibilities of a medical office will be covered, including proper telephone techniques, preparation of medical records, appointment books (paper and electronic), preparation of standard insurance forms, billing, maintenance of petty cash book, handling of incoming and outgoing mail, confidentiality and legal considerations, and office management. Computer simulation projects are included. Spring Semester only. Three class hours.

OPT 290  Independent Study  Variable Credit
See the Department Chairperson.

Optical Systems Technology

OPT 110  Introduction to Optical Technology  3 Credits
Familiarizes students with the important aspects of technical optics, including terminology, fundamentals and principles, optical instruments and their relation to mechanics and electronics; wave optics including such recent developments as lasers; optical processes and testing techniques, and photography and its uses. This course should provide the student with an appreciation of how optics may be related to their own major interests. Three class hours.

OPT 131  Optical Elements and Ray Optics  4 Credits
An introductory course dealing with terminology and techniques in the use of analytical and laboratory methods for planning, executing and evaluating arrangements using components such as mirrors, prisms, thin and thick lenses, diffusers, stops, reticles, and various types of light sources. Reflection, refraction, dispersion, image formation and aberrations are studied with emphasis on the ray concept of light. Fall semester only. Three class hours, three laboratory hours. (Students not enrolled in an optical technology program may be admitted to the class with approval of Department Chairperson.)

OPT 135  Optical Instruments and Testing  4 Credits
Concepts developed in OPT 131 are applied to the study of illumination and photometry, colorimetry, testing techniques for optical components and systems including the eye, telescope, microscope, photographic systems and optical methods of dimensional measurement. Spring semester only. Three class hours, three laboratory hours. Prerequisite: OPT 131.

OPT 153  Fiber Optics  3 Credits
An introduction to the use and testing of fiber optic cable. Cable termination and splicing techniques will be performed. Standard tests of cables and cable systems will be conducted. Two class hours, three laboratory hours. Prerequisites: OPT 131 or OPT 110 and MTH 140, or permission of department.

OPT 201  Photo Science  4 Credits
The chemical, optical and physical principles of the photographic system. In a series of laboratory assignments, the student gains experience in the use of a wide variety of equipment, as well as techniques of photographic testing of the system for image quality, information capacity, densitometry and senstimetry. Each student plans and executes a pictorial presentation related to a technical project. Spring semester only. Three class hours, three laboratory hours. Prerequisites: OPT 131, OPT 151 and OPT 211, or permission of instructor or permission of department.

OPT 201  Photo Science  4 Credits
The chemical, optical and physical principles of the photographic system. In a series of laboratory assignments, the student gains experience in the use of a wide variety of equipment, as well as techniques of photographic testing of the system for image quality, information capacity, densitometry and senstimetry. Each student plans and executes a pictorial presentation related to a technical project. Spring semester only. Three class hours, three laboratory hours. Prerequisites: OPT 131, OPT 151 and OPT 211, or permission of instructor or permission of department.

OPT 211  Wave Optics and Applications  4 Credits
A study of light waves and how they may be used in today's technology. Electromagnetic radiation, coherence, interference and diffraction phenomena, transfer functions and the generation and use of polarized light. Analysis, manufacturing techniques and use of selected instruments using wave optics such as spectrometers, interferometers, diffraction gratings and thin film coatings. An introduction to properties and use of lasers and holography. Fall semester only. Three class hours, three laboratory hours. Prerequisites: OPT 152 and MTH 140, or permission of department.

OPT 213  Optical Processes  4 Credits
A study of selected materials, processes and test measurement techniques employed in the manufacture of modern optical instruments, including physical principles and equipment used. In the laboratory portion, each student has the opportunity to perform all steps in planning, tooling, fabricating, testing, coating and finishing precision optical elements such as telescope mirrors. Fall semester only. Two class hours, four laboratory hours. Prerequisites: OPT 135, OPT 151 and MET 111, or permission of department.

OPT 215  Electro-Optical Devices and Systems  5 Credits
Optical and electro-optical instrument phenomena: radiometry, spectrophotometry detector characteristics, blackbody radiation, light sources and their spectra, electronic instrument use, electronic device specifications, fiber optics and fiber optic systems. Spring semester only. Three class hours, four laboratory hours. Prerequisites: OPT 211, MTH 141, ELT 111

OPT 231  Lasers: Technology and Application  4 Credits
This course will stress laser applications in science and industry, including measurement, communication, machining, information recording and holography. The basic principles of laser operation, construction and technology will be discussed in such a way that the student will be able to suggest and implement new ideas, and understand old ones, concerning laser applications and holography. The laboratory will include the actual recording and processing of holograms and other laser experiments. Three class hours, three laboratory hours. Prerequisite: OPT 211 or permission of department.

OPT 233  Advanced Dimensional Measurement  4 Credits
Instrumentation utilizing several technologies, including electronic pneumatic, optical, mechanical and nuclear are explored. Analysis and means for reducing systematic errors are studied as well as propagation of errors and methods of control, calibration and processing of data by various techniques and devices, including computers. Principles of design are used to develop optimum measuring systems. Three class hours, three laboratory hours. Prerequisite: OPT 125 or permission of instructor.

OPT 235  Advanced Optical Manufacturing  4 Credits
A study of current processes, machinery and tools employing CNC technology that are shaping the methodology in manufacturing optical components. The course is designed to be very interactive, providing laboratory experience on the following subjects: CNC grinding and polishing, planetary grinding and polishing, tolerancing and metrology. Two class hours, four laboratory hours. Prerequisite: OPT 213 or permission of department.

OPT 290  Independent Study  Variable Credit
See the Department Chairperson.
Paralegal Studies

PLS 250  Paralegal Communication Skills  1 Credit
This course provides basic communications skills needed by paralegals as perceived by both paralegals and the lawyers with whom they work. These skills include: listening, writing, speaking, conflict resolution, assertiveness, and nonverbal communications. Listening activities include: exercises which develop active listening strategies and note-taking. Writing activities include: exercises to construct clear sentences, compose letters which obtain and transmit information, and summarize facts. Speaking activities include exercises to fully, clearly and effectively obtain and relay information. Nonverbal activities include strategies and tactics for effective law office communications. Students learn to identify their own communication styles and methods for improving their communication effectiveness. Must be matriculated into the Paralegal Studies Certificate Program. One class hour.
Co-requisite: PLS 260.

PLS 260  Introduction to Paralegal Studies  2 Credits
Introduces the student to the paralegal profession and the common core of legal knowledge and skills that all paralegals should possess. Areas covered include: what paralegals do, a history of the profession, the significance of paralegal professional associations, personal attributes of the professional paralegal, employment of paralegals, paralegal specialized practice areas, paralegal compensation, the organizational structure of law firms, the regulation of legal professionals, unauthorized practice of law, and contemporary issues. Aspects of these topics are also included in subsequent courses. This course also introduces students to sources of American law, the court system, and alternative dispute resolution. Emphasis is on the paralegal’s participation on the legal team. Two class hours.

PLS 263  Contract Law for Paralegals  2 Credits
Provides paralegal students with the basic theory of contract law, sample contracts from a variety of specialized practice areas, supplemental cases, and the opportunity to draft simple contracts. Included in the course are the basic contract requirements, contract provisions in selected specialized practice areas, the Statute of Frauds, and the Uniform Commercial Code. Students learn key contract terms, sample clauses, perform exercises, draft simple contracts, and conduct case analysis. Since the substantive area of contract law underlies many other specialty areas it is important that the well trained paralegal can analyze the needs of the client both short term and long range. This class will also explore how paralegals can apply the elements of reasoning and thereby increase the effectiveness of the legal entity. In this area this course will draw on concepts from the domains of critical thinking and analysis, total quality management and closely allied philosophy of continuing quality improvement, communications which build trust, conflict management and resolution, and decision making. Two class hours.
Prerequisite: PLS 260.

PLS 264  Administrative Law  1 Credit
This course introduces students to a rapidly expanding area of law. Students learn how and why administrative agencies are created, how they establish rules, and how they investigate and enforce those rules. Students will also learn how to assist clients to obtain benefits under some administrative agencies, how to fill out administrative agencies’ forms, and how to challenge administrative agencies’ decisions. Some administrative agencies, Social Security Administration, for one, permits paralegals to represent clients. Federal and New York administrative agencies are covered. One class hour.

PLS 265  Fact-Finding Research  1 Credit
Provides students with strategies for fact-finding and investigation. Included in the courses are interviewing techniques for gathering information from clients, witnesses and agencies. Also included are investigative techniques for determining what information is needed and finding, organizing, verifying and documenting the information. Fact-finding research is an important aspect of paralegal responsibility. Students will learn to develop critical thinking skills, communicate effectively while in pursuit of information, and apply good judgement and common sense when encountering ethical problems. One class hour.

PLS 266  Legal Research and Writing  3 Credits
Students develop legal research and analysis strategies through lecture, library exercises, and computerized research. Understanding the structure of the sources of law and utilizing critical thinking skills equip students to undertake legal research systematically. Students use federal and New York State CD-ROM and law books consisting of substantive and procedural documents, digests, reporters, statutes, rules and regulations of administrative agencies, and the Internet to research databases and communicate with others. Writing exercises involve analyzing, summarizing, and synthesizing research in a clear, concise, accurate and timely manner based upon the procedural requirements of the law. Three class hours.
Prerequisites: Successful completion of PLS 260, or permission of program director.

PLS 267  Litigation and the Federal and NYS Procedural Laws  3 Credits
Provides students with the knowledge, skills and practice performing the duties of the litigation paralegal. Through the use of case simulations, students learn to gather, review, index and summarize documents, and to work with the lawyer and legal secretary to manage case files through pretrial, trial and post-trial stages. Guided by federal and New York State procedural laws, and rules and regulations of New York and local court rules, students learn to draft common litigation correspondence, notices and legal documents. These include summons, complaints, answers, motions, affidavits, subpoena, discovery documents, and orders. Students are introduced to the tools used in litigation: manual and computer-based document control systems, deposition exhibitions cross-reference mechanisms, trial notebook categories, trial witness coordinating forms, and trial exhibits tracking forms. Litigation tasks in this course form the foundation for paralegal litigation responsibilities in family law, real estate, debtor/creditor law, criminal law, and personal injury law. Also introduced in this course are automated litigation support systems and an overview of the potential areas for paralegal participation on document production. Three class hours.
Prerequisites: Successful completion of PLS 260.

PLS 268  Personal Injury Law  2 Credits
Students learn the basic principles of personal injury law, the application of the Civil Practice Law and Rules (CPLR) to personal injury cases, New York automobile insurance law, worker’s compensation, and procedures for suing municipalities and the State of New York. Students learn to manage document production and organization, including investigating, researching, and drafting the most commonly used forms in personal injury resulting from negligence, vehicular negligence, medical malpractice, strict liability, and product liability. Two class hours.
Prerequisites: Successful completion of PLS 268, or permission of program director.

PLS 269  Domestic Relations and Family Law  2 Credits
Introduces students to the paralegal responsibilities in family law practice including New York Domestic Relations Law, General Obligations Law, Social Services Law, Family Court Act, and the Education Law as they govern family situations. Students will draft separation agreements, contested and uncontested matrimonial actions, and other documents related to contemporary family matters. Two class hours.
Prerequisites: Successful completion of PLS 268 and 267, or permission of program director.

PLS 270  Debtor/Creditor Law  3 Credits
This course introduces students to debtor/creditor law. Students learn collection procedures, including, but not limited to, “skip-tracing,” enforcing money judgments, effecting special rights of creditors, mortgage foreclosure and mechanics’ liens, working with prejudgement or provisional remedies, and guaranteeing debtors’ procedural due process rights. Students also learn two forms of bankruptcy relief - liquidation and debtors’ procedural law. Students in this course understand the purpose and limitations of bankruptcy relief. The course introduces students to the complex legal rules governing bankruptcies. Students learn the basic tenets of the rules of procedure and evidence in liquidations and reorganizations. Three class hours.
Prerequisites: Successful completion of PLS 260 and PLS 267, or permission of program director.

www.monroecc.edu/go/courses
PLS 271  Corporate Law and Business Organizations  2 Credits
Introduces students to corporate law and the formation, operation, dissolution, and buying and selling various kinds of business organizations. Subjects include sole proprietorships, corporations, partnerships, professional associations, franchises, and the law of agency and employment agreements. Also included in this course is a section on business closings. The role of the paralegal in a corporate law department or in the corporate section of a law firm is to implement the decisions of the attorneys and clients. Once the business evaluation has occurred, the paralegal is responsible for the details of drafting, filing and assembling the relevant documents and making the deal happen on a predetermined timetable. Two class hours.
Prerequisites: Successful completion of PLS 266 and PLS 267, or permission of program director.

PLS 272  Real Estate Law  2 Credits
Introduces students to real estate law and practice. Topics of study include: property rights, principles of land ownership, sale, financing and conveyance, contracts, mortgage loans, mortgages, deeds, recording, settlement concepts, condominiums, leasing, landlord/tenant summary proceedings, and other property concepts. Students focus on managing multiple participant relationships, and opening, controlling, and closing the real estate file. Emphasis on the law regarding, and performing selected tasks and responsibilities listed in the "MCC's Survey Results for Paralegal Competency Expectations" in the specialized practice area of real estate under the supervision of an attorney. Two class hours.
Prerequisites: Successful completion of PLS 260 and PLS 266, or permission of program director.

PLS 273  Computer Support Systems  1 Credit
Provides students with the tools to manage litigation. Students learn to determine the criteria for selecting litigation management systems by comparing software demo disks, critiquing systems used in local litigation practices, and bearing in mind the wisdom gained from guest experts. The systems include filing, indexing, and organizing cases involving large numbers of documents, manual and automated litigation support systems, litigation plan and budget worksheets, and court and responsible attorney schedules. Emphasis is on systems and teamwork with the attorney, the law office administrator, computer specialists, other paralegals, and the legal secretary to assure continuing quality effort to manage litigation cases. THIS COURSE FOR PARALEGAL STUDENTS ONLY. One class hour.
Prerequisites: Successful completion of PLS 267, 268, 269 and 270, or permission of program director.

PLS 274  Estate Planning, Estates and Trust Administration  3 Credits
Introduces students to the concepts and forms necessary for estate planning and estate and trust administration. Students learn to assist the attorney with a variety of tasks, from opening the estate and appointment of a fiduciary to filing of final account and distribution of assets. Forms, checklists, and deadlines for Federal and New York income, estate, and gift taxation laws and regulations are emphasized. Probate practice is an important area of employability of paralegals. A basic foundation in New York Estates, Powers, and Trusts Law, Uniform Court Rules, and the procedures and forms used in Surrogate’s Court Practice will increase a paralegal’s value to the firm. Three class hours.
Prerequisites: Successful completion of PLS 260 and PLS 268, or permission of program director.

PLS 275  Law Practice Management  1 Credit
Covers the fundamentals of law office organization and management. Subjects covered include basic principles and structure of the management of legal services, personnel and human resources, marketing issues, and management information systems topics such as timekeeping, accounting, administration, and cost-benefit analysis of specialized practice areas of the law. Emphasis on efficient and effective law practice organization through the optimum use of human and technical resources. One class hour.
Prerequisites: Successful completion of PLS 271, 272, or permission of program director.

PLS 276  Legal Ethics and Professional Responsibility  1 Credit
Builds upon ethical situations and professional responsibilities. Students are provided with additional frameworks with which to undertake ethical analysis. Students will study paralegals as an emerging professional and efforts directed toward paralegal credentialing and regulation. Included are discussions concerning conclusions reached in the final report of the NYS Bar Association on Non-Lawyer Practice, and recommendations contained in the final report of the American Bar Association Non-Lawyer Activity in Law-Related Situations. Other areas covered include employment discrimination, substance abuse and continuing education requirements. One class hour.
Prerequisites: Successful completion of PLS 260, or permission of program director.

PLS 277  paralegal Internship  3 Credits
Designed to give students the opportunity to apply their formal education to actual work situations. The student intern will work either under the direct supervision of a practicing attorney or under the direct supervision of a practicing paralegal while under the overall supervision of a practicing attorney. Students must work a minimum of 75 hours in a law office or other legal entity (usually uncompensated), and meet with the internship faculty member 15 hours to receive three semester credit hours. The significance of student interns adhering to flawless ethical standards, maintaining confidentiality, being meticulous and reliable cannot be overemphasized.
Prerequisite: Successful completion of 6 credit hours in the PLS program.

PLS 278  Paralegal Internship  3 Credits
This course is designed to cover philosophical topics of special interest. Offerings will vary each semester, but each course will focus on an important historical or contemporary theme, problem, or issue in philosophy. Examples of possible offerings include Genocide, Ethics and Reconciliation, Plato’s Metaphysics and

PLS 281  Philosophy  3 Credits
An introduction to the fundamental questions of philosophy, including such issues as determinism, freedom, and responsibility; the relationship of mind to body; the grounds and limits of human knowledge; and the existence and nature of God. Three class hours. (SUNY-H)

PLS 282  Logic  3 Credits
A study of the inductive and deductive processes of reasoning in the light of classical and contemporary thought, including the analysis of ordinary language and its pitfalls, and the relation of logic to scientific inquiry and method. Three class hours. (SUNY-H)

PLS 283  Ethics and Professional Practice  3 Credits
An introduction to basic problems in ethics, emphasizing theories of the good life, the morally good person, and morally right action, and their application to the most significant ethical questions in contemporary society, such as abortion, euthanasia, human sexuality, social and economic justice, violence, and use of the environment. Three class hours. (SUNY-H)

PLS 284  World Religions  3 Credits
An introduction to the academic study of religion through the exploration of some of the major religious traditions of the world. This course examines the historical development, the fundamental doctrines and beliefs, practices, institutions, and cultural expressions of these religious traditions. This course also addresses some of the essential differences and similarities that exist among religious traditions, and points to the uniqueness of each of them. Three class hours. (SUNY-H)

PLS 285  Technology and Values  3 Credits
A study of the ways that the advance of technology relates to the development of values. The course will investigate how we evaluate and respond to technology, and will examine technology’s impact upon such values as freedom, individuality, growth, work, and the political process. The course includes topics that computer science and engineering technology students need to understand, such as: the unique ethical problems in information technology; ethical practices to minimize computer misuse; ACM/IEEE Software Engineering Codes of Ethics and Professional Practice; the morality of software piracy; hacking and viruses as well as questions raised by globalization. Three class hours. (SUNY-H)
PHL 108  World Religions: Western Traditions  3 Credits
An introduction to the academic study of religion through the exploration of some of the major Western religious traditions of the world. This course examines the historical development, the fundamental doctrines and beliefs, practices, institutions, and cultural expressions of Western religious traditions. This course also addresses some of the essential differences and similarities that exist among Western religious traditions, and points to the uniqueness of each of them. The course includes the examination of ancient religious culture, Judaism, Christianity, and Islam. Students who have taken PHL 104 may not take this course for credit. Three class hours. (SUNY-WC, H)

PHL 109  World Religions: Eastern Traditions  3 Credits
An introduction to the academic study of religion through the exploration of some of the major Eastern religious traditions of the world. This course examines the historical development, the fundamental doctrines and beliefs, practices, institutions, and cultural expressions of Eastern religious traditions. This course also addresses some of the essential differences and similarities that exist among Eastern religious traditions, and points to the uniqueness of each of them. The course includes an examination of the differences in Eastern and Western thought, Hinduism, Jainism, Buddhism, Taoism, Confucianism, and Shinto. Three class hours. (SUNY-H)

PHL 210  Philosophies of Social Responsibility  3 Credits
A joining of philosophy to practice regarding rationales for social and political responsibility. Readings, which include James, King, Dewey, Weil, Gandhi, Russell and others, are studied in conjunction with students’ involvement in a community improvement activity. Three class hours.

PHL 250  Professional Ethics  3 Credits
A study of ethical principles and of ethical problems in the professional world. The course is intended to provide students with the ability to analyze ethical situations within a specific profession such as health care, business, and public administration. The course includes lectures, discussions, case analyses, the study of codes of ethics, and individual projects. The topic for each semester is indicated in the course title. The course may not be repeated for additional credit hours. Three class hours. (SUNY-H)

PHL 290  Independent Study  Variable Credit
See the Department Chairperson.

Photography

PHO 101  Photography for Non-Majors I  3 Credits
A course which may be used by students wishing to employ photography for personal expression as well as those wishing to use the course work to supplement or enter a career education. Students acquire skills in the use of photographic equipment and processes through a series of assignments including such subjects as stop-action, available light, flash and portrait lighting, developing negatives and producing finished enlargements. All equipment necessary to complete the projects is made available to the students, who may also use the course work to achieve better results from any equipment they may own. Two class hours, two laboratory hours. (SUNY-A)

PHO 102  Photography for Non-Majors II  3 Credits
Designed for advanced work in photography. Students will experiment with various lighting techniques and special effects including exploration of many techniques utilized in contemporary photography. Two class hours, two laboratory hours. Prerequisite: PHO 101 or permission of instructor.

PHO 106 (formerly COM 106)  Photography I  3 Credits
Introduction to the principles, techniques, and theories of the photographic process. Fundamentals of photographic equipment, camera operation and care, darkroom procedures, exposure and development of black and white photographic materials, laboratory, natural light assignments will be supported by lectures and demonstrations. Student supplies 35mm adjustable camera, film and photographic paper. Two class hours, three laboratory hours. Fulfills the MCC requirement for a Humanities course. (SUNY-A)

PHO 113 (formerly COM 113)  Photography II  3 Credits
An intermediate photographic course with emphasis on exposure control, studio and darkroom methods, black and white and color filtration, and studio lighting techniques. Assignments designed for visual impact, image communication, technical and aesthetic qualities. Student supplies camera, film and photographic paper. Two class hours, three laboratory hours. 3 Credits. Prerequisite: COM 106 or PHO 106 or permission of instructor.

PHO 135 (formerly COM 135)  Digital Photography  3 Credits
An introduction to the historical, technical, operational and creative aspects of digital photography. The course focuses on the production of digital images and visual sequences that tell a story, communicate an idea, illustrate a theme, or convey a message. Techniques of planning, refining, capturing and manipulating images are explored in a workshop type atmosphere. Hands-on experience with digital cameras and image manipulation software is emphasized. Students will be expected to complete a series of tutorials and create several portfolio images demonstrating their understanding of the technical and aesthetic aspects of the digital photography. Three class hours. Fulfills the MCC requirement for a Humanities course.

PHO 140  History of Photography: Early  3 Credits
Through a review of photographic technologies and traditions prior to World War I, photography’s contribution to nineteenth century visual art is examined within the context of social, cultural, political, economic, and scientific impact. Specific topics will include: the portrait industry, medical, criminal, and ethnographic photography; war documentation; travel and exploration photography; photography as a tool for social reform; and the medium’s relationship to the fine arts. Illustrated presentations, lectures, research, field trips and discussion. Fulfills the MCC requirement for a Humanities course and a Social Science course. (SUNY-H)

PHO 145  History of Photography: Modern  3 Credits
A critical analysis of post World War I photography which questions the medium’s role in art, journalism, propaganda, advertising, and everyday life. Major movements, practitioners, and leading photographic theoreticians are examined in the context of photography’s ability to record the “truth” and influence social and cultural identity. Illustrated lectures and presentations, discussion, field trips, and individual research projects. Fulfills the MCC requirement for a Humanities course and a Social Science course. (SUNY-H)

PHO 164 (formerly COM 164)  Digital Imaging  3 Credits
As an introduction to the technical and aesthetic fundamentals of digital photographic imaging, this course introduces students to non-destructive editing techniques to modify, manipulate, and enhance photographic images for use in various visual communication fields. A balanced approach is emphasized with equal consideration given to professional image enhancement procedures and the technical considerations required for successfully capturing, manipulating, exporting, and utilizing images. Two class hours, two laboratory hours.

PHO 201  Photo Science  4 Credits
(See OPT 201).
PHO 213 (formerly COM 213) Color Photography 4 Credits
Introduction to the principles, materials and processes of color photography. Application of color filtration and printing controls, electronic lighting for studio and non-studio locations. Realistic color image assignments, including portraiture and illustration. Two class hours, four laboratory hours.
Prerequisite: COM 106 or PHO 106 or COM 113 or PHO 113 or permission of instructor.

PHO 223 (formerly COM 223) Photographic Documentation 4 Credits
An advanced course in applied photography utilizing the photograph as a document for use in social, scientific and environmental research, civil evidence, and journalistic inquiry. Technical processes, image integrity, macro techniques, and legal issues will be integrated with pragmatic assignments for skill development. Two class hours, four laboratory hours.
Prerequisite: COM 106 or PHO 106 or COM 113 or PHO 113 or permission of instructor.

Physical Education -- Coed

PE 101 Co-ed Personal Fitness 2 Credits
A course designed to develop the student’s awareness of, and responsibility for, his/her own personal fitness. It is primarily a lecture class, but does include a comprehensive physical fitness screening component. The course material will provide the student with sound criteria for decision making with regard to their own physical fitness. Two class hours.

One credit hour activity courses. Please carefully check the master schedule for class meeting times for our one-credit courses. Classes vary from meeting once a week for two hours, twice a week for one hour, both for an entire semester, to twice a week for two hours for an eight-week period of time. Other variations will occur. PEW - Seats held primarily for women; however, either sex may take. PEM - Seats held primarily for men; however, either sex may take. PEC - TEAM SPORTS Softball, Volleyball, Soccer, Basketball, Floor Hockey, Touch Football. Courses cover basic skills, rules and strategies. Watch for each paired with a variety of other PE activity courses or as a single offering. (Pairings will vary from semester to semester.) PEC - INDIVIDUAL SPORTS Racquetball, Tennis, Badminton, Golf, Archery, Dance, Swimming, Canoeing, and Bowling (see fee courses). Courses cover basic skills, rules, and strategies where applicable. Watch for each paired with a variety of other PE activity courses or as a single offering. (Pairings will vary from semester to semester.)

PEC 100 Fitness Theory and Conditioning for the Professions 1-3 Credits
A course designed to meet the specific fitness needs for the professions, such as law enforcement/firefighter. It will provide general fitness information and conditioning as well as job specific training. It will provide pre- and post-assessments and personalize fitness and job specific training programs. Credit will be determined by the needs of the specific class/profession enrolled.

PEC 123 Introduction to Kayaking 2 Credits
An introduction to the world of kayaking. This course will cover equipment components needed to kayak safely as well as basic strokes, reading the river, rescue techniques, and how to roll a kayak. One class hour, two laboratory hours.

PEC 144 Dance Composition 1 Credit
Teaches the components of composition; staging, timing, movement patterns, rhythms, stylization, etc. The culmination of the course will be a dance solo written and performed by the student. A dance background is recommended. Two laboratory hours.

PEC 148 Physical Fitness Theory and Practice 2 Credits
A course designed to provide a complete fitness experience. This course includes sections for yoga and Tai Chi, Tae Kwon Do, Cardio Bootcamp, Personal Defense and Fitness Walking. It will also include a comprehensive fitness assessment and interpretation that will generate a personalized exercise prescription, which will be executed in a monitored program specific to assigned fitness subject, topic, or theme. Lecture topics will include the benefits of exercise, safety, program design, components of fitness, and other timely topics. The online section(s) of this class require outside physical activity and testing. One class hour, two laboratory hours.

PEC 150 Adventure Bound 2 Credits
A course in which the student will participate in a variety of provocative community/outdoor oriented experiences and classroom presentations. High and low project adventure ropes courses, trust and initiative games, camping and survival skills, circus acrosports, canoeing and hiking sojourns, service to populations at risk, etc., are a few of the adventure experience options from which the student will select several to participate in. One class hour, two laboratory hours.

PEC 151 Men’s and Women’s Physical Education: Co-ed Golf 1 Credit
An introductory course on the basics, strategies and techniques of golf. Two class hours.

PEC 157 Men’s and Women’s Physical Education: Co-ed Racquetball 1 Credit
A course introducing the basic skills, rules and strategies of racquetball. The course will include safety, basic strokes and positioning for singles, doubles and cutthroat. Two class hours.

PEC 179 Lifeguarding 2 Credits
A full semester course to certify students in American Red Cross lifeguarding. Lifeguards must have the ability to recognize hazardous waterfront situations and respond accordingly. The student must pass Red Cross written and swimming skills tests. This course includes CPR for the Professional Rescuer and First Aid. At the completion of this course, the student will receive a Lifeguard Training Card (which includes CPR for the Professional Rescuer and a Community First Aid Card). American Red Cross Administration Fee is $5.00. 1.5 class hours, 1.5 laboratory hours.

PEC 194 Downhill Skiing/Snowboarding 1 Credit
This course provides each participating student an opportunity to learn and improve his or her skiing/snowboarding skills. Classes meet for lessons at Bristol Mountain on six scheduled evenings. Skiing available before and after lessons. Students must provide their own transportation to Bristol Mountain. An additional fee is charged to the student and payable to Bristol Mountain for lessons and/or rental of equipment.

PEC 253 Stress Management 2 Credits
A course designed to make the student aware of stress and how it can impact his/her quality of life. It will provide methods for identifying stressors and strategies to effectively manage them. Students will be able to construct a personalized life style management program. Two class hours.

Physical Education — Men

PEM 132 Basketball 1 Credit
A course introducing the basic skills, rules, and strategies of basketball. Class will be divided into teams and various types of competition will be engaged in, as well as practice sessions to improve skills. Two laboratory hours.

PHO 213 (formerly COM 213) Color Photography 4 Credits
PHO 223 (formerly COM 223) Photographic Documentation 4 Credits
Physical Education -- Coed

PEC 100 Fitness Theory and Conditioning for the Professions 1-3 Credits
PEC 123 Introduction to Kayaking 2 Credits
PEC 144 Dance Composition 1 Credit
PEC 148 Physical Fitness Theory and Practice 2 Credits
PEC 150 Adventure Bound 2 Credits
PEC 151 Men’s and Women’s Physical Education: Co-ed Golf 1 Credit
PEC 157 Men’s and Women’s Physical Education: Co-ed Racquetball 1 Credit
PEC 179 Lifeguarding 2 Credits
PEC 194 Downhill Skiing/Snowboarding 1 Credit
PEC 253 Stress Management 2 Credits

Physical Education — Men

PEM 132 Basketball 1 Credit
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPE 100</td>
<td>Introduction to Sport Science</td>
<td>4</td>
<td>A course designed to expose the student to the components of the sport sciences, including anatomy and physiology, biomechanics, sport medicine, and sport technology as they relate to human exercise. This class includes both theory and practice through a lecture and laboratory experience. Five class hours per week.</td>
</tr>
<tr>
<td>PPE 120</td>
<td>Team Sports</td>
<td>3</td>
<td>A course based on teaching competencies for students future use focusing on team sports such as softball, soccer, and basketball. Students will learn skill development, class organizational principles, and coaching strategies. Six laboratory hours.</td>
</tr>
<tr>
<td>PPE 150</td>
<td>Adventure Bound</td>
<td>3</td>
<td>A course in which the student will participate in a variety of provocative community/outdoor oriented experiences and classroom presentations. High and low project adventure ropes courses, trust and initiative games, camping and survival skills, circus acrosports, canoeing and hiking sojourns, service to populations at risk, etc., are a few of the adventure experience options from which the student will select several to participate in. Two class hours, two laboratory hours.</td>
</tr>
<tr>
<td>PPE 170</td>
<td>Introduction to Sport Medicine</td>
<td>3</td>
<td>Covers the nature, philosophy, and practice of the field of sport medicine. Prevention, emergency care, and rehabilitation as they pertain to certain athletic injuries will be the focus of the course. This course satisfies the requirements of the NYS Education Department Coaching Certification Course: Health Science Applied to Coaching. Three class hours.</td>
</tr>
<tr>
<td>PPE 175</td>
<td>Philosophy and Principles of Physical Education and Athletics</td>
<td>3</td>
<td>Designed to expose the professional preparation student to the history and development trends of the field. Specifically, exposure to the subfields of Physical Studies will be explored. These will include, but not be limited to, Physical Education, Sport Medicine, Sport Psychology, Exercise Physiology, Motor Learning, History of Sport, Sociology of Sport, Recreation, Health Education, Adapted Physical Education, Coaching, and current issues. Special emphasis on the role of coaching as part of the education system, legal and health considerations, and local, state and national roles as they pertain to sport. This course satisfies the requirements of the NYS Education Department Coaching Certification Course: Principles, Philosophy and Organization of Athletics. Three class hours.</td>
</tr>
<tr>
<td>PPE 179</td>
<td>Lifeguarding</td>
<td>2</td>
<td>A full semester course to certify students in American Red Cross Lifeguarding. Students need to be strong swimmers and must be able to do the breaststroke with whip kick, sidestroke with inverted scissors, and freestyle with rotary breathing. The students must be able to tread water using egg beater kick and surface dive and retrieve a 10 pound brick. Each class warm up consists of 500-yard swim (20 lengths). This course includes CPR for the Professional Rescuer and standard first aid. At the completion of this course, the student must pass the Red Cross written and practical test for swimming. American Red Cross Administration Fee is $5.00. 1.5 class hours, 1.5 laboratory hours.</td>
</tr>
<tr>
<td>PPE 208</td>
<td>Sport Psychology</td>
<td>3</td>
<td>As the demand for enhanced sport performance continues, the cognitive or mental aspects within sport are being exposed. Sport Psychology has evolved through this need. Specifically, this course will relate the application of conventional psychological areas (personality, motivation, aggression, etc.) to the arena of sport. This course satisfies the requirement for a social science elective. Three class hours. (SUNY-SS)</td>
</tr>
<tr>
<td>PPE 209</td>
<td>Theories and Techniques of Coaching</td>
<td>3</td>
<td>This course is designed to examine theories and techniques in coaching through developing information, organization and management skills. Development of technical information, safety aspects and human relationships will be studied. The practical experience brings the student to an on-site awareness and participation. This course satisfies the state guidelines for elementary and secondary coaching certification. This course satisfies the requirements of the NYS Education Department Coaching Certification Course: Theory and Technique of Coaching. Three class hours per week.</td>
</tr>
<tr>
<td>PPE 211</td>
<td>Selected Certifications in Youth Sport</td>
<td>1</td>
<td>This course is designed to provide three specific essential certifications for pre-service and in-service professionals in the field of Coaching, Sport and Athletics. Specifically, students will participate in the required experiences leading toward SAVE, Child Abuse, and Youth Sport Coaching (level 1)certifications in New York State.</td>
</tr>
<tr>
<td>PPE 213</td>
<td>Gymnastics Theories and Practices</td>
<td>2</td>
<td>Focus is on the student’s attainment of methods, theory and skills for teaching artistic, rhythmical, and acrobatic gymnastics to participants of pre-school through high school physical education/recreation programs. The history and philosophy of gymnastics and the administration of gymnastic programs (classes, exhibitions, meets and clubs) will also be studied. Three hours per week. (Open to Physical Studies students only.)</td>
</tr>
<tr>
<td>PPE 214</td>
<td>Early Childhood Physical Education</td>
<td>3</td>
<td>Early childhood games and activities will be introduced and practiced. The emphasis of this course will be the contribution of games and activities to the cognitive, social, and psychomotor development of children. Online sections of this class require observation time at formal school and informal activity settings. Three class hours.</td>
</tr>
</tbody>
</table>
PPE 215  Sports Management  3 Credits
Survey course addressing the role of administration specific to fitness, athletic and rehabilitative facilities. It will present general administrative principles as well as those specific to the field. Three class hours.

PPE 240  Selected Topics in Physical Studies  3 Credits
An overview and introduction to various methods of presentation in the sport sciences. The ability to effectively communicate ideas, information, and teach skills are fundamental to the field of Physical Studies. The goal of this course is to provide theoretical and practical experience in group presentation and written communication of a selected topic. Three class hours.

PPE 245  Dance Methods and Techniques for Physical Studies Majors  1 Credit
A dance technique course designed for dance major students. Dance theory and technique will be covered and the students will be required to develop a dance lesson plan and lead the class in warmups. Two laboratory hours. (Open to Physical Education students only.)

PPE 271  Issues and Perspectives in Sport Science  4 Credits
Designed to explore professional issues within the field of sport science. Topics such as sociological issues, physiology of exercise, and therapeutic exercise as they affect sport and sport participation will be explored. Four class hours, variable laboratory hours. Prerequisites: PPE 170 or PPE 175, and permission of department.

PPE 275  Physiology of Exercise  4 Credits
Exercise physiology is the scientific basis for the field of physical education. This course provides students with an opportunity to deepen their understanding of the body’s responses and adaptations to exercise. Each of the body’s systems will be reviewed with a focus on the influences of activity. Laboratory experiences will allow students to integrate and apply the concepts of exercise physiology through investigative experiments. Three class hours, two laboratory hours. This course satisfies the requirement for a natural science. Prerequisite: BIO 135.

PPE 290  Independent Study  Variable Credit
See the Department Chairperson.

Physics

PHY 100  Preparatory Physics  4 Credits
This course is suggested for those who have not successfully completed high school physics or have an inadequate preparation in mathematics or physics. It is also a preparatory course for students intending to follow the Applied Physics sequence. Topics will include problem solving techniques, velocity, acceleration, force, Newton's Laws of Motion, momentum, energy, and conservation laws. Three class hours, two laboratory hours. Prerequisite: PHY 104 or MTH 135 taken concurrently or previously completed.

PHY 120  Physics for Non-Majors Laboratory  1 Credit
A laboratory course to supplement class lectures in PHY 121. Exercises will cover motion, Newton’s Laws, energy, electricity, magnetism, optics and modern physics. Computers will be used extensively to collect and analyze data, process video images, and run simulations. Two laboratory hours. NOTE: This course only meets SUNY General Education Natural Science requirements when both PHY 120 and PHY 121 are successfully completed. (SUNY-NS) Prerequisites: PHY 121 may be taken concurrently or previously completed.

PHY 121  Physics for Non-Majors I  3 Credits
A non-mathematical course in classical and modern physics; intended for those seeking a natural science elective. Topics include gravitation, electricity and magnetism, the nature of light, Einstein’s Theories of Relativity, Quantum Mechanics, blackholes, and the Big Bang. Students interested in taking a transferable laboratory science course should enroll in PHY 120 concurrently. Three class hours. NOTE: Students who successfully complete PHY 121 may, with addition of PHY 120, complete the requirement of SUNY Natural Science General Education. PHY 120 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both PHY 120 and PHY 121 are successfully completed. (SUNY-NS) Prerequisites: PHY 175.

PHY 131  Applied Physics I  4 Credits
An introductory course in physics at an intermediate mathematical level. Appropriate for non-science majors and those in the engineering technologies. Topics to include statics, dynamics, mechanical work and energy, conservation of momentum, and rotational dynamics. Three class hours, two laboratory hours. (SUNY-NS) Prerequisite: MTH 140 or MTH 165 taken concurrently or previously completed.

PHY 132  Applied Physics II  4 Credits
A continuation of PHY 131. Topics to include the properties of materials, temperature, heat and thermodynamics, vibrational motion, wave motion, sound, and geometrical and physical optics. Three class hours, two laboratory hours. Prerequisites: PHY 131; MTH 141 or MTH 165 taken concurrently or previously completed.

PHY 141  Radiographic Physics  3 Credits
An introductory course in electricity, magnetism, and radiation physics, stressing the basic principles underlying the operation of x-ray equipment and auxiliary devices. Topics will include AC and DC circuits, electromagnetism, electronics, production and detection of x-rays, and x-ray machine circuitry. Spring semester only. Two class hours, two laboratory hours. (SUNY-NS) Prerequisite: XRT 111.

PHY 145  College Physics I  4 Credits
An introductory course in classical mechanics, heat and waves at the mathematical level of intermediate algebra and trigonometry. Intended for transfer students seeking a laboratory science elective and for those in life science and pre-professional programs. Topics include kinematics, dynamics, momentum and energy, kinetic theory, heat, and waves. Three class hours, three laboratory hours. (SUNY-NS) Prerequisite: Either MTH 140 or MTH 165 taken concurrently or previously completed.

PHY 146  College Physics II  4 Credits
A continuation of PHY 145. Topics include electrostatics, DC circuits, magnetism, electromagnetic waves, optics and quantum theory. Three class hours, three laboratory hours. Prerequisites: PHY 145 with a grade of C or higher; MTH 141 (may be taken concurrently) or MTH 165.

PHY 154  General Physics I  4 Credits
An introductory course in classical mechanics and waves using calculus. The course is intended primarily for transfer students pursuing computer science and pre-professional programs that require the study of physics using calculus. Offered only during the summer session. Three class hours, three laboratory hours. (SUNY-NS) Prerequisite: MTH 210 completed prior to beginning PHY 154.

PHY 155  General Physics II  4 Credits
A continuation of PHY 154. Topics to include electricity and magnetism, DC and AC circuits, optics, and topics from modern physics. Offered only during the summer session. Three class hours, three laboratory hours. Prerequisite: PHY 154 with a grade of C or higher.
PLA 110 Introduction to Plastics 3 Credits
Provides the student with a basic background in the various types of plastics used in manufacturing, the characteristics and properties of each type of plastic, and the process and procedures utilized in the fabrication of plastic parts and products. Extrusion, injection, compression, transfer and blowing moldings are discussed in addition to casting and thermoforming. Three class hours.

PLA 210 Injection Molding 3 Credits
A detailed course in the specifics of injection molding as a plastics manufacturing process. Topics include molding machines, machine function, viscoelastic behavior of plastics, theory and practice of injection molding, mold design in relation to flow characteristics, designing for plastics and correcting molding defects. Three class hours.

PLA 211 Plastic Product Design 3 Credits
Covers the design of plastic products while considering the physical properties of plastics and techniques for achieving pleasing aesthetics, dimensional capabilities and performance results. In addition, the course covers tolerance capabilities, ASTM tests, product design rules of the various plastic manufacturing methods, structural performance, and joining and decorating plastic products. Three class hours.

PLA 212 Introduction to Polymeric Materials 3 Credits
A precise, yet non-mathematical introduction to plastics (polymers), their raw materials, syntheses, properties, and the multitude of growing applications. The manufacturing and properties of plastics will be discussed in some detail, as a function of both molecular and supermolecular structure. Both thermoplastics and thermoset plastics (resins) will be discussed, including recent advances in topics such as recycling and composites. Three class hours.

PLE 104 Practicum in Policing I 1 Credit
This one-week course is designed to place part time police recruits into an application laboratory experience where he/she applies the basic principles, theories, and techniques taught in the training academy. The recruit ofifer/deputy is under close supervision of an assessment professional - the Field Training Officer. Successful completion of this course leads to certification as a Police Officer by the NYS Bureau for Municipal Police. Forty experiential hours.

PLE 108 Corrections Officer Basic Training 22 Credits
This course examines the operations of the criminal justice system with general emphasis on the role and responsibility of a corrections officer. This 15 week course is designed to prepare a student for a career in the corrections field. It is a knowledge and skills based program. The course focuses on the legal basis for the corrections system, starting with a review of the United States Constitution; exploring the New York State Penal and Criminal Procedure Laws. It also covers those personal and professional skills necessary to each successful corrections officer. State certification is awarded upon successful completion. Student must be hired and sworn as a corrections officer. Thirty-two class hours, eight laboratory hours per week for 15 weeks.

PLE 131 Breath Analysis Operator 2 Credits
This course is designed to prepare students to operate a variety of breath test equipment and be able to correctly interpret the findings of the tests. The chemical composition of alcohol is explored, as well as how the various instruments analyze the subject’s breath for measurable traces of alcohol. The student is eligible for New York State certification upon successful completion of this course. Thirty class hours.

PLE 139 Crime Prevention 4.5 Credits
This course provides a historical, philosophical and operational introduction to proactive crime prevention by communities, law enforcement agencies and individuals. Comprehensive as well as individual strategies and actions will be explored. Subjects to be developed will include protection methods for the person, home and business. Skills for planning and implementing crime prevention programs will be developed and assessed. Public Safety professionals successfully completing this course will receive a New York State certification as a Crime Prevention Officer. Seventy instruction hours for the semester.
PLE 140 Criminal Investigation 4.5 Credits
This course is designed to prepare experienced law enforcement officers for specialized assignment in criminal investigation. Emphasis is placed on the organizational and analytical skills necessary to conduct a criminal investigation in a free society. Topic areas to be explored include statutory and policy dimension to investigation, the general process of investigation and case management, obtaining and securing physical evidence, documentation required, an introduction to interview and interrogation and special considerations in specific types of crime. Preparation of a prosecutorial package for trial summarizes this course. Must be employed as a Law Enforcement Officer. Seventy class hours for the semester.

PLE 167 Advanced Techniques in Accident Scene Investigation 4.5 Credits
This course is designed to prepare police officers to become proficient in the analysis of technical data found at the scene of the crash. Instruction includes: lecture and field projects in vehicle dynamics, development from field sketches and scale diagrams of possible point of perception, actual point of perception, initial contact, maximum engagement and final resting place of the involved vehicles, lectures and field projects dealing with thrust diagrams, vehicle rotation, severity of crashes, lecture and field examinations of crushed vehicles utilizing a vehicle damage record sheet. State certification is awarded upon successful completion. Two class hours, one laboratory hour. Students must be employed as a law enforcement officer and have the ability to use algebraic reasoning. Seventy class hours for the semester.
Prerequisite: PLE 166.

PLE 172 Legal Issues in Public Safety .5 Credits
This seminar, presented semi-annually, examines the latest court rulings as well as changes in public law, then explains how each affects law enforcement policies, procedures and operations. This seminar is presented by the District Attorney's and/or United States Attorney's Offices. Participants will receive most current information relative to court philosophies, relevant precedent setting decisions, and changes in public law. Legislative and judicial trends will be diagnosed during presentation. Due to the dynamic nature of the subject, this course may be taken more than once. Student must be in service as a public safety professional. Eight class hours.

PLE 201 Interview and Interrogation 2 Credits
The program is designed to provide investigators with proven techniques that can be applied in various accusatory and non-accusatory interview situations. Participants will develop skills in preparing for the interrogation with a “game plan” which emphasizes a pro-active rather than reactive role. Participants will learn what to expect, what to look for, and how to interpret what is happening in the interrogation setting. A series of lectures, video tape exercises, practical hands-on classroom experiences, and evening assignments are used in the instruction. The program includes up-to-date information on the legal aspects of interrogation and admissibility of the confession into court. Student must be in service as a public safety professional. Twenty-eight class hours, seven laboratory hours.

PLE 202 Tactical Warrant Service and Building Searches 2 Credits
This course will educate public safety officers assigned to conduct building searches and narcotic search warrants. The curriculum includes situational risk analysis, legal issues and liability, planning, briefing, critiquing exercises, Active Countermeasures, Dynamic and Covert Entry techniques, weapons control and retention, and basic and advanced shooting skills. Upon successful completion of this course, the student will be able to demonstrate their proficiency by written test, oral report, practical exam of performance skills, and peer assessment. Thirty-five instructional hours. Must be a sworn police or peace officer.

PLE 204 Practicum in Policing II 9 Credits
This twenty-week course places the recruit officer/deputy into an application laboratory experience in which his/her degree of direct involvement accelerates with experience. He/she applies the principles, theories and techniques taught in the academy stage, to the operating demands of the street. The officer/deputy is under the close and continuous supervision of a specially trained assessment professional - the Field Training Officer. Successful completion of this course leads to certification as a Police Officer by the NYS Bureau of Municipal Police. Forty experiential hours.

PLE 210 Police Supervision 6 Credits
The purpose of the course in Police Supervision is to insure that law enforcement officers newly promoted to supervisory rank receive a course of professional training in the principles of supervision and management to prepare them to carry out their duties properly. This course reflects a balanced overview of the role of the supervisor and also provides an understanding of the knowledge and the skills needed by the supervisor to function effectively, efficiently, and professionally. Special emphasis is placed on incident management, leadership skills, communications, and resource development. Student must be a law enforcement professional who is in line for promotion. One-hundred-five class hours.

PLE 220 Instructor Development Course 4.5 Credits
Public safety professionals have important knowledge and skills obtained through study and life experience. This course will provide the tools for the Bureau of Municipal Police instructor candidate to develop the research, preparation, and communication skills necessary for effective presentations. The focus is on training needs, writing instructional objectives, lesson planning, graphic support, adult learning concepts, communication skills, the instructional process, and assessment. Participants will be required to develop and deliver a fifty-minute instructional block on a police topic of their choice. Student must be in service as a public safety professional. Seventy class hours for the semester.

www.monroecc.edu/go/courses
PLE 221  Field Training and Evaluation  2 Credits
This course will provide the proper concepts of leadership and techniques of assessment, counseling, and documentation necessary for an experienced public safety professional to supervise and evaluate newly assigned recruit officers who have completed the academic component of basic recruit training. The focus is to develop the abilities of the experienced public safety professional to assist the recruit in a smooth transition from academic lecture to street reality. Successful completion of this course fulfills the requirements to become a Field Training Officer. Student must be in service as a public safety professional for at least three years. Seventy class hours for the semester.

PLE 222  Firearms Instructor Course  4 Credits
This course will provide the research, preparation and communication skills necessary for effective presentations. Range safety and management are covered in detail through both classroom instruction and practical exercises. The focus of this course is on developing training needs, writing instructional objectives, lesson planning, adult learning concepts, instructional processes, rules of the range, and assessment. Special emphasis will be placed on New York State Penal Law Article 35 on the justification and use of deadly physical force. Participants will be required to design and deliver a fifty-minute instructional block on a firearms topic. Successful candidates will receive certification by the New York State Bureau of Municipal Police as a Firearms Instructor. Student must be employed as a public safety professional. Forty-five class hours, twenty-five laboratory hours. Prerequisite: Successful completion of PLE 220.

PLE 223  Crime Scene and Evidence Handling  4.5 Credits
This course is the entry level offering for evidence technicians and specialists on the scientific techniques for processing a crime scene. Topic areas to be explored include constitutional and statutory law on search, seizure and admissibility of evidence, determining the expanse of the crime scene(s), the conduct of confined space and open field searches, types of searches, evidence collection techniques, evidence control, packaging and documentation, and court room testimony. Special attention will be placed on explosion, detonation and arson processing. Must currently be a police officer. Sixty class hours, ten laboratory hours. Prerequisite: PLE 152.

PLE 224  Advanced Firearms Instructor  2 Credits
This course is designed to develop advanced instructional techniques for New York State Bureau of Municipal Police certified Firearms Instructor. Topics to be explored include weapon retention, response techniques to deficient shooters, safe operation of range facilities, instruction on and use of special weapons, instruction on low light shooting, Occupational Safety and Health Administration standards for range operations, and legal obligations of range operators. Twenty-eight class hours, seven lab hours. Prerequisite: PLE 222.

PLE 265  Supervisor Enhanced In-Service  .5-1 Credit
This course provides 7-15 hours of annual required common core instruction on operational, supervisory and management theories and techniques for the public safety supervisor. This instruction will be encompassed from the Bureau of Municipal Police, Public Safety Office general subject areas for police in-service education. The subject areas will include: legal issues, police and the public, police procedures, mechanics of arrest, and educational electives. A lecturer/facilitator will present this instructional. At the conclusion of this course, the participant will be given an assessment consisting of one or more of the following: written test, oral exam, oral reporting, practical performance exam of skills learned, or peer assessment. Due to the annual requirement of instruction, this course may be taken more than once. Must be in service as a Supervisor for Public Safety Professionals. Variable class hours.

PLE 270  Contemporary Issues in Public Safety  Variable Credit
This contemporary issues course provides the opportunity for public safety professionals to intensively confront the operational, administrative, leadership and training issues of the day in the time compressed decision making environment of public safety agencies. A lecturer/facilitator will present the issue to be explored, analyze it, and then facilitate an exchange among the registrants on how the public safety community should respond. Some examples of issues to be confronted are increasing homicide rates, community notification on crime patterns and criminals, bias crime, and high speed pursuits, among others. At the end of the course, each registrant will author a position paper on the issue and her/his recommended public safety response. Due to the changing nature of the subject matter, this course may be taken more than once. Student must be in service as a public safety professional.
### Political Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 110</td>
<td>Introduction to Political Science</td>
<td>3</td>
<td>An introduction to the complex issues of politics, political behavior, and types of governmental structures. The purpose of this course is to develop analytical skills so that students as citizens may identify and deal with political alternatives. Three class hours. (SUNY-SS)</td>
</tr>
<tr>
<td>POS 120</td>
<td>American National Government</td>
<td>3</td>
<td>An analysis of major governmental institutions at the national level with special emphasis on their constitutional, statutory and customary powers, in interrelationships, and changing roles in contemporary American society. Special emphasis is on policy-making processes and outcomes. Three class hours. (SUNY-SS/AH)</td>
</tr>
<tr>
<td>POS 207</td>
<td>The Urban Political Process in the U.S.</td>
<td>3</td>
<td>An analysis of the plight of America’s cities and metropolitan areas through an examination of the causes and political ramifications of the housing, transportation, crime, educational and fiscal challenges to urban communities. Study of neighborhood and interest group coalitions as well as traditional governance systems is included. Three class hours. (SUNY-SS/AH)</td>
</tr>
<tr>
<td>POS 210</td>
<td>Introduction to Political Philosophy</td>
<td>3</td>
<td>A survey of major political ideas of the Western World including Anarchy, Conservatism, Liberalism, Elitism and Utopianism. Alternative value systems of thinkers such as Machiavelli, Locke, Marx and Mao Tse-tung are analyzed to determine their impact on our political world view. Three class hours. (SUNY-SS)</td>
</tr>
<tr>
<td>POS 218/GEG 218</td>
<td>Political Geography</td>
<td>3</td>
<td>Analysis of the geopolitics of the state, everyday life, political regions, demographics, the emergence of the modern state system, contemporary international relations and ecological issues. Three class hours.</td>
</tr>
<tr>
<td>POS 220</td>
<td>International Politics</td>
<td>3</td>
<td>The nature of global politics in the post-World War II period as reflected in such factors as: the growth of thermonuclear super powers, wars of national liberation, the growth of nationalism in the non-western world, the rapid expansion of technology, and the increasing importance of the world’s diminishing natural resources. Three class hours. (SUNY-SS/OWC)</td>
</tr>
<tr>
<td>POS 225</td>
<td>Comparative Political Systems</td>
<td>3</td>
<td>A comparative analysis of the government and politics of the major industrialized nations of Western Europe and the former U.S.S.R. This team taught course will also focus on a study of the political systems in operation in Japan, South Korea, China and India. Three class hours. (SUNY-SS)</td>
</tr>
<tr>
<td>POS 230</td>
<td>Civil Liberties - U.S.</td>
<td>3</td>
<td>An examination of controversial issues in Constitutional history, such as sex and race discrimination, obscenity, social reform and the rights of the accused. Students will read landmark Supreme Court cases which determine both the limits and content of vital personal freedoms. Spring semester only. Three class hours. (SUNY-SS/AH)</td>
</tr>
<tr>
<td>POS 234</td>
<td>Model United Nations</td>
<td>4</td>
<td>This course offers opportunities for academic, career and personal growth for those interested in international affairs and the political arena. Students will work together researching the history, culture and relevant domestic issues of the assigned country, and will learn about one of the most important international organizations in the world: the United Nations. In the process, this class will provide students with the knowledge and leadership skills (i.e., negotiating, team building, public speaking, etc.) to prepare students as delegates to the Model United Nations Conference. In contrast to standard lecture courses, students will be actively involved in team directed preparation and content delivery. Attendance at the Model United Nations Conference is mandatory. Two class hours, two conference hours. Spring Semester only. Prerequisite: Registration in this course is by permission only, following an application and selection process that takes place in the Fall Semester.</td>
</tr>
<tr>
<td>POS 245</td>
<td>The American Presidency</td>
<td>3</td>
<td>An appraisal of the presidency of the United States, the growth of the imperial presidency and attempts to curtail power. Constitutional, statutory, political and personal factors are examined. Three class hours. (SUNY-SS/AH)</td>
</tr>
<tr>
<td>POS 280</td>
<td>The U.S. Congress</td>
<td>3</td>
<td>A course based around a study of the structure and workings of Congress. Focus is given to how Congress has evolved, how it works, and the major political and social pressures that influence its character. 3 credit hours.</td>
</tr>
<tr>
<td>POS 281</td>
<td>Independent Study</td>
<td>Variable</td>
<td>See the Department Chairperson.</td>
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</table>

### Psychology

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<th>Course Code</th>
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<tbody>
<tr>
<td>PSY 100</td>
<td>Psychology of Interpersonal Relationships</td>
<td>3</td>
<td>The Psychology of Interpersonal Relationships is an experiential approach to everyday intra- and interpersonal processes. It emphasizes observation, practice and discussion of such topics as self disclosure, trust, verbal and nonverbal expression of feelings, listening skills, conflict resolution, anger and stress management and the value of cultivating diverse relationships. Basic psychological principles are presented and integrated into classroom discussion. Emphasis is on skill development. It is psychology for daily living, and is neither a preparatory course for PSY101 nor a prerequisite for other PSY courses.</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introductory Psychology</td>
<td>3</td>
<td>An introductory survey of the major concepts in the scientific study of human behavior, human development, motivation, learning, personality, individual differences and social behavior. Dual emphasis is placed upon understanding, integration and application to real life as well as theoretical and methodological issues. Opportunities for studying, tutoring, and supplemental testing will be made available to students outside of class time in the Psychology Learning Center. Three class hours. (SUNY-SS)</td>
</tr>
<tr>
<td>PSY 110</td>
<td>Understanding Psychological Disorder</td>
<td>3</td>
<td>This course is designed to give basic information about psychological disorder and treatment and help students learn to evaluate approaches to disorder and therapy. We will look at the historical development and also at recent theories of disorder and treatment. The course will use a variety of teaching techniques including lecture, class discussion, and group activities, and will include a variety of assignments and grading techniques including tests, projects, written work, and participation. Course not open to students who have passed PSY 206, except with permission of the instructor. Three class hours.</td>
</tr>
<tr>
<td>PSY 150</td>
<td>Psychology of Human Sexuality</td>
<td>3</td>
<td>Presents a review of the physiological and psychosocial components of sexuality. Primary emphasis is placed on sexuality in the context of love and intimacy, health, safety, and alternative sexual lifestyles. Three class hours. Prerequisite: PSY 101 or permission of instructor.</td>
</tr>
</tbody>
</table>
PSY 166 Psychology of Superstitions 3 Credits
An examination of non-critical thinking and human tendencies to believe unlikely (and impossible) claims about the human experience, with a special focus on beliefs on the fringe of serious psychology. Issues addressed in the course include popular beliefs about parapsychology, magic, alien abduction, personality testing, and the mental processes that support these beliefs.

PSY 200 Behavior Modification 3 Credits
A study of the principles of conditioning and learning as applied to practical approaches of behavior management and change. Special attention will be given to behavior change in institutional and personal settings. Self-regulation and cognitive-behavioral techniques will also be discussed. Three class hours.
Prerequisite: PSY 101.

PSY 201 Developmental Psychology - Child 3 Credits
This course is an introduction to the foundations of development from conception through childhood. The course will explore the interdependence among the physical, cognitive, and social domains of development, and will examine various theories and research methods used to understand and study the development of infants and children. Current issues in the field and their impact on the developing child will also be highlighted. Students will be encouraged to investigate and critique recent research and its application.
Prerequisite: PSY 101.

PSY 202 Developmental Psychology - Adolescence 3 Credits
A discussion of issues and theoretical perspectives in the study of adolescence, with particular focus on the physical, cognitive, and social/emotional changes that occur during adolescence. This includes the examination of identity formation, sexuality, family relationships, peer relationships, and moral development. This course will also discuss challenges facing adolescents today. Three class hours.
Prerequisite: PSY 101.

PSY 203 Developmental Psychology - Adulthood and Aging 3 Credits
An integrated approach to the identification and understanding of the physical, cognitive, socioemotional developmental changes from early adulthood through the end of life. Aspects of adult development including the aging process and coping with death and dying will also be discussed. Three class hours.
Prerequisite: PSY 101 or permission of instructor.

PSY 204 Industrial and Organizational Psychology 3 Credits
An introduction to behavioral science analyses of organizational, individual, and interpersonal issues in the workplace. This course exposes students to research, theories, and applied work on human behavior in workplace organizations, including the study of job performance and satisfaction, personnel selection and assessment, diversity in organizations, group and team processes, conflict management, leadership, stress and health at work, and human-machine factors. Three class hours.
Prerequisite: PSY 101 with a grade of C or better.

PSY 205 Social Psychology 3 Credits
The scientific study of the individual in relation to other individuals, groups and cultural settings with special emphasis upon symbolism, socialization, value orientation, dynamics of behavior, perception of group structure and dynamics, intergroup relations and intergroup tensions. Three class hours.
Prerequisites: PSY 101, plus three additional hours in PSY or SOC.

PSY 206 Abnormal Psychology 3 Credits
Includes a scientific and historical review of the study and treatment of psychopathology, discussion of the major theoretical orientations and the assumptions that underlie them, description of the major DSM disorders including their symptoms, and current treatments. Three class hours.
Prerequisites: PSY 101 with a grade C or higher.

PSY 207 Educational Psychology 3 Credits
This course is for students who are considering careers involving teaching. Through selected readings, discussions, class lectures and activities, the class will explore the process of teaching and learning. Students will learn about the teaching/learning process, how to identify the strengths and weaknesses of their own natural teaching styles, and how to recognize and deal with student differences. Students will explore how principles of psychology can be applied to the teaching/learning process. Three class hours.
Prerequisite: PSY 101.

PSY 212 Developmental Psychology - Lifespan 3 Credits
This course is an introduction to the foundations of human development across the lifespan. The course will describe the history and foundational knowledge related to the study of childhood, adolescence, and adulthood, examine the various theories of developmental psychology, and highlight current issues in the field. Three class hours.
Prerequisite: PSY 101.

PSY 215 Cognitive Psychology 3 Credits
How do we think, make decisions, solve problems, perceive our world, and remember our past? What is intelligence, creativity, or awareness? Cognitive psychology explores these complex and important human processes. In this course, students will learn the theories, methods, and concepts of cognitive psychology and apply them to many areas of life.
Prerequisite: PSY 101 with a grade of C or better.

PSY 216 Psychology of Superstitions 3 Credits

PSY 220 Research Methods in Social Sciences 3 Credits
Through a combination of lecture and hands-on research projects, this course examines the philosophy and methodology of science and how they are applied to social questions. Students plan and conduct research projects and write papers describing their research following APA style. Topics to be explored include experimental and non-experimental research methods, the development of testable hypotheses, and the use of electronic databases to explore and review the scientific literature and ethical issues. Three class hours. Traditionally offered on-line in the Fall Semester and in the classroom in the Spring Semester. (SUNY-SS)
Prerequisites: PSY 101 with minimum grade of C, MTH 160

PSY 222 Social Psychology of the Holocaust 3 Credits
The social and psychological bases for manifestations of and responses to the Holocaust will be used to explore and analyze attitude change, prejudice and discrimination, aggression, cooperative behavior, bystander behavior, and prosocial behavior. The unique historic events that have come to be known as the Holocaust will be used as a vehicle to explore the diverse forms of individual and social behavior that can exist in the midst of dysfunctional social order. Three class hours.
Prerequisites: HIS 260 recommended

PSY 225 Prejudice and态度 Change 3 Credits

PSY 260 Psychology of Health 3 Credits
This course explores the relationship between psychological factors and health issues. Traditional and complementary health care applications will be reviewed and evaluated. How do self-defeating thoughts, negative emotions (such as anxiety, anger, fear) and bad habits diminish health, vitality and longevity? Students will be encouraged to assess their own health patterns. Techniques for modifying lifestyle and managing stress are presented. Three class hours.
Prerequisite: PSY 101.

PSY 261 The Psychology of Learning and Behavior Disorders 3 Credits
This course will serve to introduce students to the field of learning and behavior disorders. It is designed for those interested in recognizing and understanding learning disabilities, attention-deficit/hyperactivity, conduct disorders, autism, and other emotional and behavior disorders. The course will cover biological, environmental and developmental risk factors, current theoretical approaches to the understanding of disorders, and education and intervention strategies. Three class hours.
Prerequisite: PSY 101 or permission of instructor.

PSY 262 Forensic Psychology 3 Credits
The focus of this course is an examination of the interaction between the discipline of psychology and the criminal justice system. It examines the aspects of human behavior directly related to the legal process such as eyewitness memory, testimony, jury decision making, and
PSY 290 Independent Study Variable Credit
See the Department Chairperson.

PSY 270 Selected Topics in Psychology
3 Credits
This course will explore a different topic in depth each semester. Using a variety of methods, including readings, tests, homework assignments, projects, papers, and group work, students will learn about the important questions and methodologies researchers use to address the topic. They will learn what we know and don't yet know about the topic, and appreciate its importance at personal, social, and global levels. Examples include the Psychology of Gender, the Psychology of Hunger, Eating and Body Image, and the Psychology of Memory and Thinking. Specific information as to the topics offered each semester will be available at the time of registration. Three class hours.
Prerequisite: PSY 101

PSY 290 Independent Study Variable Credit
See the Department Chairperson.

PST 130 Public Safety Incident Management
8 Credits
This course prepares the participants to effectively triage illnesses and injuries based on the information provided by callers and to competently give pre-arrival instructions to those in need of emergency services. Successful completion leads to certification by the National Academy of Emergency Medical Dispatch. Thirty class hours.

PST 145 Hazardous Materials and Emergency Response
3 Credits
Prepares emergency services personnel to respond to and mitigate emergencies involving hazardous materials. This course covers incident management, site safety, personal protective equipment, mitigation techniques, decontamination, and basic chemical and toxicological concepts. Successful completion of the final exam satisfies 29 CFR 1910.120 First Responder Operations Level requirements. Three class hours.

PST 210 Managing the Mass Casualty Incident
1 Credit
This course provides emergency services responders with a practical approach to managing public safety incidents when they are faced with more patients than there are personnel or equipment to care for them. Topics include incident scene planning and management and ways to incorporate these principles on all calls involving multiple patients. Sixteen instructional hours.
Prerequisite: PST 130.
PST 211 Hazardous Materials Technician  2 Credits
This course provides students with basic knowledge and skills to mitigate the effects of a hazardous materials incident/spill on the environment and to the community. Topics include an overview of the laws and standards, resources and planning, nature of hazardous materials incidents, hazard and risk assessment, personal protective equipment, spill/release control, and decontamination. Twenty-two instruction hours, eighteen laboratory hours. 
Prerequisite: PST 113 or EMS 113.

PST 250 Pathway to Effective Leadership  .5 Credits
Individuals involved in public safety organizations find themselves in formal and informal leadership roles. This course provides an overview of the concept of leadership, the situational leadership model, and opportunities for each participant to develop selected leadership skills. Both operational and organizational perspectives of public safety leadership are addressed. Eight class hours.

PST 251 Understanding and Motivating Others  .5 Credits
Leaders and managers in public safety deal with a wide variety of personalities and the need to motivate others in diverse settings. This course provides a framework to promote the understanding of others’ personalities and a model to increase the success of motivators specifically to public safety organizations and environments. 
Prerequisite: PST 250.

PST 252 Understanding the Group: A Leader’s Challenge  1.5 Credits
Public safety leaders and managers need to understand the importance and workings of groups both inside and outside their organizations. This course introduces the subject to leading groups while focusing on the public safety environment. Topics include group developmental stages, group goals, subgroups, and maximizing group effectiveness. Emphasis placed on practical applications or concepts and models.  
Prerequisite: PST 251.

PST 265 Public Safety Leadership Development Seminar  3 Credits
This course provides aspiring and emerging public safety leaders and those already in leadership positions the opportunity to explore the concept of leadership and to develop and improve their leadership knowledge, skills, and behaviors. The course integrates reading from the humanities, experiential exercises, dialogue, films, and contemporary readings on leadership in the public safety context. Fall Semester only. Three class hours.

Quality Control Technology
OCT 201 Total Quality Control  3 Credits
Overall aspects of quality control. Considers quality from the overall point of view. Represents the philosophy of quality control, together with concepts of modern day quality control and relationships, manufacturing controls, auditing, and customer relationships. Three class hours.  
Prerequisite: OCT 125.

OCT 223 Acceptance Sampling  3 Credits
Presents strategies for construction and evaluation of sampling plans for product and process evaluations and supplier audits. Topics include single, double, multiple and sequential techniques for attributes sampling. Plans used most often in industry are covered (Military Standards, Dodge-Romig, etc.). Supplier verification schemes and quality audits are also discussed. Three class hours.  
Prerequisite: OCT 125.

Radiologic Technology
XRT 111 Radiographic Technology I  9 Credits
An introductory course in radiographic technology fundamentals. The course focuses on radiographic positioning procedural competency, radiographic exposure principles and application, radiographic image processing essentials, medical terminology, and basic patient care. Fall semester only. Six class hours, seven laboratory hours.  
Prerequisite: PST 250.

XRT 122 Radiographic Technology II  6 Credits
Study of advanced radiographic positioning procedures, and in-depth radiographic exposure principles and experimental applications. Additional emphasis is on contrast media used in diagnostic imaging, pediatric radiography, and radiography of the skull, sinuses, and temporal bone. Spring semester only. Four class hours, four laboratory hours.  
Prerequisites: XRT 111 and XRT 151 with a grade of C or better.

XRT 151 Orientation/Clinical Education I  4 Credits
An overview of diagnostic radiography and its role in health care delivery including specific guidelines, responsibilities, policies, and clinical education experience. Emphasis is on orientation to the program and the clinical setting, radiography as a health science profession, professional ethics, and safety issues. Fall semester only. Three conference hours, five clinical laboratory hours.  
Prerequisites: XRT 153 with a grade of C or better and BIO 142, or permission of the program director.

XRT 152 Clinical Education II  4 Credits
A continuation of XRT 151. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in basic routine procedures and gradually move through mastery learning toward competent clinical attitudes and skills development. Spring semester only. Twelve clinical laboratory hours.  
Prerequisites: XRT 111 and XRT 151 with a grade of C or better.

XRT 153 Clinical Education III  4 Credits
A continuation of XRT 152. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in standard routine procedures and gradually move through mastery learning toward competent clinical attitudes and skills development. Additional laboratory focus is on mammography including competency testing. Forty clinical hours each week for seven weeks of summer session.  
Prerequisites: XRT 122 and XRT 152 with a grade of C or better, and PHY 141.

XRT 211 Radiographic Technology III  3 Credits
Study of advanced radiography of the facial bones by producing and evaluating phantom radiographic images. Continuation of advanced radiographic exposure utilizing theory, applications, and problem solving. Additional focus is on the fundamental principles of radiation biology and protection with emphasis on implications for technologists. Fall semester only. Two class hours, three laboratory hours.  
Prerequisite: XRT 153 with a grade of C or better.

XRT 215 Sectional Anatomy  1 Credit
Designed to provide students in the diagnostic imaging sciences a basic understanding of three dimensional structure relationships of normal anatomy. Transverse, coronal, sagittal orientation of visceral anatomy of the head, neck, thorax, abdomen and pelvis will be presented with emphasis in the transverse plane. Computed tomography and magnetic resonance images will be used as supplemental learning tools. Fall semester only. One class hour.  
Prerequisites: XRT 153 with a grade of C or better and BIO 142, or permission of the program director.

XRT 220 Radiographic Pathology I  1 Credit
Designed to examine radiographic images for pathologic processes as compared to normal anatomy and topography. The main focus is on the study of changes which occur as a result of disease and injury which necessitate alteration of standard radiographic exposure applications. Probes pathology of the respiratory system, alimentary tract, and the hepatobiliary system. Fall
XRT 222  Radiographic Technology IV  
5 Credits  
The study of advance imaging such as special procedures, interventional radiography, computed tomography, and magnetic resonance imaging. Fundamentals applications of quality assurance for diagnostic radiology occurs in the energized x-ray laboratory. Additional focus is on radiographic equipment analysis and concepts of radiography management. Spring semester only. Four class hours, two laboratory hours. 
Prerequisite: XRT 211, XRT 215, and XRT 251 with a grade of C or better.

XRT 230  Radiographic Pathology II  
1 Credit  
A continuation of XRT 220. Designed to examine radiographic images for pathologic processes as compared to normal anatomy and topography. The main focus is on the study of changes which occur as a result of disease and injury which necessitate alteration of standard radiographic exposure applications. Probes pathology of the genitourinary system, osseous system and joints, central nervous system, and investigates all aspects of neoplasia. Spring semester only. One class hour. 
Prerequisite: XRT 220.

XRT 251  Clinical Education IV  
8 Credits  
A continuation of XRT 153. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in advanced procedures and gradually move through mastery learning toward competent clinical attitudes and skills development. Fall semester only. Twenty-four clinical laboratory hours. 
Prerequisite: XRT 153 with a grade of C or better.

XRT 252  Clinical Education V  
8 Credits  
A continuation of XRT 251. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in advanced procedures and move through mastery learning toward competent clinical attitudes and skills development. Additional emphasis is on procedural proficiency leading to professional competence. Completion of all clinical education requirements and submission of the student’s clinical portfolio is essential in order to graduate. A grade of C or better is required. Spring semester only. Twenty-four clinical laboratory hours. 
Prerequisites: XRT 211, XRT 215, and XRT 251 with a grade of C or better.

XRT 253  Supplemental Clinical Education (Optional)  
Variable Credit  
This is not a required course. It is designed as an extension of the clinical education experience for those students who need additional time to successfully complete the required clinical competencies/graduate outcomes. Primarily intended as a supplement to XRT 252 and offered concurrently with XRT 153 (seven week summer session).

XRT 290  Independent Study  
Variable Credit  
See the Program Director.

Reading

REA 098  Reading Strategies  
No Credit  
This course is designed to help students refine their reading skills in order to enhance college success. The course curriculum develops general reading skills in addition to content specific reading strategies. Students will develop an increased ability in literal and interpretive comprehension, as well as develop college study reading techniques. Students will gain practice in reading and metacognitive skills in addition to vocabulary development relevant to their fields of study. The course is designed for students in the Transitional Studies Program, as well as students who have been accepted into degree or certificate programs with specified Accuplacer reading scores. Three imputed credit hours, no earned credits, three class hours per week, three fee hours.

REA 101  College Literacy and Reading  
3 Credits  
This is a course that will help students sharpen their abilities to actively engage with, understand, and apply college-level reading materials. Students from all majors and disciplines will improve their interpretive and analytical skills. This course is recommended for any student wishing to become a more effective reader. Fall and Spring Semesters. Three class hours. 
Prerequisite: Accuplacer placement in ENG 101 or completion of TRS Reading Sequence.

Science

SCI 131  Integrated Science for Future Teachers I-The Physical World  
4 Credits  
This is the first in a sequence of two courses designed to explore the basics of physical science, geological science, chemistry, and biological science in an interdisciplinary, inquiry-based approach for students wishing to pursue a career in childhood education. The physical world focuses on Earth’s physical and geologic processes and how they govern and shape the dynamic world around us. Characteristics of energy, matter, chemical interactions, and electromagnetism are explored, along with the realms of weather, water resources, rocks/minerals, landscape development, and planetary change. Three class hours, three laboratory hours. (SUNY-NS)

SCI 132  Integrated Science for Future Teachers II-The Living World  
4 Credits  
This is the second in a sequence of two courses designed to teach the basics of physical science, geological science, chemistry, and biological science in an interdisciplinary inquiry-based approach for students wishing to pursue a career in childhood education. This course focuses on concepts in biology and chemistry and how they interact in the world around us. Characteristics of life, cells, reproduction, evolution, ecology, the diversity of plants and animals are covered, along with chemistry concepts such as organic molecules, the chemistry of water, pH, buffering systems and the chemistry of DNA. Three class hours, three laboratory hours.

Service Learning

SVL 101  Service-Learning Seminar  
3 Credits  
This course is designed for students to identify and analyze a socially significant need facing the local community and develop and implement a plan to address such a need. Students will examine why this need exists and identify areas of strength to apply to the issue. The course will cover such topics as ethical implications of service, citizenship development, motivation to serve, global issues of service and more. Students will complete critical reflection assignments and exercises that strengthen problem-solving and leadership skills while developing connections with people of diverse cultures and lifestyles. Service-learners are required to serve 135 hours over the course of the semester. Fulfills the requirements for a Social Science course.

SVL 106  Topics in Service-Learning  
1 Credit  
This course is designed to cover service-learning topics of special interest. Offerings will vary each semester, but each course is intended to increase students awareness of social issues within our community related to the course topic. Students will participate in service projects that meet the needs of the community and are integrated...
into the curriculum of the course (30 service hours). Students will participate in structured critical reflection seminars where they will analyze and evaluate their service experiences and make essential connections between civic engagement and course curriculum. Fulfills the requirements for a Social Science course.

**Social and Behavioral Sciences**

**SBS 125 Women's Issues: The Pursuit of Options** 3 Credits

This seminar course is concerned with discussing and assessing the personal and social issues pertaining to women returning to education in today's world. Students will have an opportunity to explore and integrate the cognitive and affective aspects of adult development and relate them to their return to education. Three class hours. [SUNY-SS]

**Sociology**

**SOC 101 Introductory Sociology** 3 Credits

A survey of the major concepts employed in the systematic study of human relationships, with emphasis on society, culture, social interaction, socialization, groups, bureaucracy, institutions, collective behavior, social stratification, social control, social change and sociology as a field of knowledge. Three class hours. [SUNY-SS]

**SOC 120 African Society and Culture** 3 Credits

Examines the history and contemporary life of Africa through its triple heritage: what is indigenous, what was contributed by Islam, and what was acquired from the West. Offers a new perspective of Africa, exploring the story of the continent from the point of view of an African. Examines pre-European Africa, the influence of Islam and Christianity, and shows how both East and West and Africa exploited the slave trade. Looks at African economic and social systems, inherent conflicts, and Africa's contributions to the rest of the world. Three class hours.

**SOC 130 Sociology of Work** 3 Credits

A study of workplaces in America and how they affect our lives, including effects of age roles, sex roles, family life, and neighborhood and community activities. Trends in the settings and organization of work will be explored. Local examples will be emphasized. Three class hours. [SUNY-SS]

**SOC 150 Perspectives on Global Interdependence** 3 Credits

Individuals, local communities, business enterprises, and nation-states are today inextricably involved in and affected by global relationships. This course provides an overview of the emergence and characteristics of global, social, economic, political, and ecological interdependence, particularly as these developments are affected by rapid social and technological change. In analyzing global problems, students evaluate conventional interpretations, refine analytical frameworks, and consider alternative strategies for coping with planetary issues. Students also assess their individual needs in the context of human survival and global interdependence. Three class hours. [SUNY-SS/OWC]  
Prerequisite: At least one prior course in social sciences or permission of instructor.

**SOC 200 Social Problems** 3 Credits

An analysis of major social problems in contemporary society, their nature, development and social causes. The course examines the impact of problems such as poverty, crime, drug addiction and prejudice on the individual and society. Possible solutions for social problems are discussed. Three class hours. [SUNY-SS]  
Prerequisite: SOC 101

**SOC 201 Race and Ethnicity in the United States** 3 Credits

This course explores the relationships between majority and minority populations in the United States. We will begin to understand the concepts of race and ethnicity not as static, but as changing phenomena. What is the nature of American identity? What are the social structural causes of inequality? This course will provide a sociological perspective centered on questions of race, identity and inter-group relations. We will explore such topics as the nature of prejudice and racism, policies affecting minorities, the social construction of race and immigration to the United States. [SUNY-SS]  
Prerequisite: SOC 101

**SOC 202 Urban Sociology** 3 Credits

Factors associated with development of urban communities, characteristics of urban institutions, trends in urban planning, ecological processes, and the effects upon the urban community of suburban development and migration. Three class hours. [SUNY-SS]  
Prerequisite: SOC 101

**SOC 203 Criminology** 3 Credits

The course emphasizes the historical and contemporary theories of crime causation. Problems involving attempts to develop a scientific and objective approach to the phenomena of crime are analyzed. Issues such as the role of law, the political and economic institutions and the social structure which generate crime are investigated. Three class hours.  
Prerequisite: SOC 101 or permission of department

**SOC 204 Families in Society** 3 Credits

A sociology study of the American family and marriage system. Students will be involved in cross-cultural and historical comparisons, analysis of courtship, mate selection, family roles, family disorganization, and alternative lifestyles. Three class hours.  
Prerequisite: SOC 101

**SOC 205 African-American Family** 3 Credits

A comprehensive examination of the diverse and complex issues surrounding the African-American family unit as it has evolved from pre-slavery to contemporary period. It focuses on historical, social, cultural, political, economic and global conditions that have affected that institution. The course discusses key issues, themes and debates in the field and analyzes a variety of theoretical perspectives of examining the African-American family life.  
Prerequisite: SOC 101

**SOC 206 Sex and Gender in Society** 3 Credits

A sociological analysis of the changing roles of women and men in American society. Includes historical background, cross-cultural insights, and an examination of contemporary trends. The major areas of emphasis will be family, education, occupation, law, and the feminist movement. Spring semester only. Three class hours.  
Prerequisite: SOC 101

**SOC 208 Sociology of Latin America** 3 Credits

This course will introduce students to Latin American culture and society, and the experiences of Latino-Americans in the United States. Students will examine such issues and institutions as the history, family, government, culture, values, language, gender, and global challenges within Latin American societies, including the Caribbean, Mexico, and Central and South America. In addition, students will analyze the connection between Latin America and the United States through examination of such topics as identity, immigration experience, acculturation, and assimilation of Latino-Americans living in the United States. Three class hours. [SUNY-OWC]  
Prerequisite: SOC 101

**SOC 209 Environmental Sociology** 3 Credits

An introduction to the key theoretical approaches and research within the emerging field of environmental sociology, and an examination of the ongoing research on how environmental problems have roots in social processes, such as culture, community, social inequality, social organization and social structure. Students will examine how human values about the environment and the relationships between humans and our physical environment are socially constructed. Students will develop a working knowledge of sociological research methods and theoretical perspectives in their analyses of the relationship between human societies and the physical environment. Offered in the Fall, Spring and Summer Semesters. Three class hours.  
Prerequisite: SOC 101
Speech And Theatre

SPT 119 Storytelling 3 Credits
Study of and practice in storytelling that will focus on stories appropriate for modern society. Storytelling is an art that requires the practice of craft-based techniques. Focus will be placed on story and character development, performance of a variety of stories, and evaluation of what makes a good story and its performance. (SUNY-A)

SPT 120 The Movies 3 Credits
A survey of the development of motion pictures from 1896 to the present. Emphasis on prominent directors, film genres, stars, and techniques of silent and sound eras; screenings and analysis of selected films. Three class hours. (SUNY-H)

SPT 121 Cinema Comedy 3 Credits
A study of the key figures in motion picture history, and the films they made. Focus will be placed on the great directors, actors, producers and screenwriters of the comedy genre. Three class hours.

SPT 122 Cinema Drama 3 Credits
A study of the key figures in motion picture history and the films they made. Focus will be placed on the great directors, actors, producers, and screenwriters of the dramatic cinema genre. Three class hours.

SPT 131 Dramatic Literature 3 Credits
Videotaped productions of important plays will be shown and discussed. The major periods of theater history will be surveyed. Each play will be placed in its theatrical and cultural context. Three class hours. (SUNY-H)

SPT 140 Introduction to Speech Communication 3 Credits
A survey of the major concepts of speech communication. This course will provide an introduction to interpersonal skills (perception, listening, verbal and nonverbal communication); public speaking (organization, delivery and basic speech writing); and small group communication (leadership, assertiveness and listening). Emphasis is on the application of these basic concepts in the personal, academic and professional lives of students. Three class hours.

SPT 141 Interpersonal Speech Communication 3 Credits
The focus of this course is to help students understand, evaluate, and improve their interactions with others in their personal and professional lives. Theory and practical skills include issues in listening, conflict resolution, assertiveness, and non-verbal communication. Emphasis is on the application of these and other communication skills to the daily lives of the class members. Three class hours.

SPT 142 Public Speaking 3 Credits
Primarily concerned with the source and substance of ideas, evidence, and reasoning that form the basis for good oral communication. Students will develop and present original speeches applying these ideas and the principles of organization, clarity, vitality, and ethics. When speaking, students will learn effective ways to use voice and body language to communicate a message. Three class hours.

SPT 143 Small Group Communication 3 Credits
Small group theory and process is examined from a communication perspective. Topics include leadership, goal setting, decision making, conflict, and the stages of group development. Students participate in groups. Three class hours.

SPT 144 Communication and Crisis 3 Credits
This course combines theories of communication and concepts of crisis necessary for dealing appropriately with people in crisis. Topics covered include practical skills: listening and responding, communicating assertively, managing conflict, and how these skills can be used to help people who are dealing with loss, grief, depression, and suicidal ideation. The on-line version of this course requires access to a camcorder. Three class hours.

SPT 172 Honors-Competitive Public Speaking 1 Credit
Students will work collaboratively with the instructor and classmates to develop skills for competition-style speaking through the practice and performance of an original speech. One speech will be developed, presented, critiqued and improved during class rehearsals. Students will learn through hands-on experience the in-depth effort required for professional and competitive public speaking. 1.5 class hours per week for last 7 weeks of the Spring Semester, and one 5-hour speech contest. Prerequisite: Audition and/or permission of the instructor and enrollment in SPT 142.

SPT 221 The Movie Business 3 Credits
Movies are a mass medium that has evolved from two art forms: the theatre and photography. But almost from the very beginning, the movies became a commercial enterprise with movie-making following an assembly line model of production. In order to fully understand the movies, students must understand the business that shapes almost all aspects of the process. This course will provide an overview to the business aspects of the movie industry. Specifically, topics will include financing, domestic/global marketing, distribution and exhibition. Three class hours. Offered Fall and Spring Semesters. Prerequisite: SPT 120

SPT 222 Topics in Cinema and Screen Studies 3 Credits
This course will vary each time it is offered. Examples of topics that may be taught are the examination of the independent film movement, race and gender in movies and television, international cinema, criticism of movies and television, delivery systems for the moving image, the documentary, film noir, and the movie star. Three class hours. Offered Fall and Spring Semesters. Prerequisite: SPT 120 or permission of instructor.

SPT 242 Speaking In Professional Situations 3 Credits
This course enables students to build on the basics of organization, vocal variety and body language learned in SPT 142. Students will apply these basic skills to a variety of professional speaking opportunities, including persuasive speaking, using technology to support speech purpose, forming and supporting arguments, and more. The skills developed in this course are immediately transferable to professional settings. Three class hours. Prerequisite: SPT 142 or permission of instructor.

SPT 290 Independent Study Variable Credit
See the Department Chairperson.

THE 110 Introduction to the Theatre 3 Credits
A survey of drama and theatre as an art form. Explores playwriting, acting, lighting, makeup, costuming, stagecraft, and theatre history. Three class hours. (SUNY-A)

THE 111 Introduction to Technical Theatre 3 Credits
An introductory, broad based study of technical theatre involving stage lighting, scenery construction, and stage rigging. Practical emphasis will be placed on the use of tools and equipment. Course requirements include an assignment in a theatre production. Three class hours. (SUNY-A)

THE 112 Fundamentals of Acting One3 Credits
Basic acting skills taught through theater games, exercises; and performance of dramatic scenes. Three class hours. (SUNY-A).
THE 113  Stage Makeup  3 Credits
The principles and practice of applying stage makeup as used in theatrical production.

THE 147  Oral Interpretation  3 Credits
The oral interpretation of poetry, prose and playscripts. Process includes analysis of written material and development of the technical skills involved in reading aloud for an audience. Three class hours. (SUNY-H).

THE 148  Voice and Diction  3 Credits
This course concentrates on the methods of creating proper articulation, vocal tone, pitch, pace, and resonance; the practical application of breathing, relaxation, tongue and lip placement; and how these elements pertain to voice and diction. The final goal of this course is to instill in the student an awareness of the patterns and styles of speech that are acceptable and, in some instances, demanded upon the acting stage and in the real world. Three class hours.

THE 190  Theatre Rehearsal and Performance  1 Credit
The student participates in the rehearsal and public performance of a dramatic production. Typically, it involves a minimum of 18 hours of rehearsal and/or backstage crew work each week for a period of approximately six weeks. Thirty-five hours of work equals one credit hour. (SUNY-A).

THE 212  Fundamentals of Acting Two  3 Credits
Fundamentals of Acting Two is the next step in approaching voice and physical movement upon the stage. The class consists of developmental exercises aimed at freeing the voice and strengthening every aspect of the vocal instrument while developing an actor's commitment to a performance. This will include class participation, scene work, acting and movement exercises, vocal and movement games, and a final scene for an invited audience. (SUNY-A)

Prerequisite: THE 112.

Technology

TEK 100  Introduction to Engineering Technology Concepts  3 Credits
The student will explore the roles of the various members of the engineering team. Particular emphasis will be placed upon the role and tasks of the engineering technician. An introduction and description of each of the major technical fields will be provided. An extended review of the problem solving and graphic techniques common to all engineering technologies will be included. This review will emphasize mastery of the mathematical operations required. Three class hours.

TEK 101  Computer Applications for Technicians  2 Credits
Introduction to the IBM compatible PC as a tool for the technician. Introduction to DOS, Windows and Windows-based programs as used in technical work such as a database, spreadsheet, graphing, drawing, technical report word processing, data acquisition, and data entry. Technical specialty programs will be introduced. Fall semester only. (Occasionally offered during other semesters.) Three laboratory hours.

TEK 190  Introduction to the Engineering Technologies  3 Credits
A course to acquaint students with the phenomena, terminology and practices of selected technologies, history, present status and possibilities for the future are discussed. The course is divided into blocks sampling topics in Automotive, Civil Electronics, Fire Protection, Instrumentation, Mechanical, Optical, and Quality and Reliability Technology. The student will be introduced to some basic theory, typical class material and career opportunities for the various technologies. Fall semester only. Three class hours.

TEK 200  Laboratory Data Preparation and Analysis with MathCad  2 Credits
A course for individuals who acquire and analyze data in science, engineering or technology environments. MathCad is a widely used program in this arena and representative of this class of analysis programs. Students will import data into MathCad from text files and Excel files. Using this data, representative statistical and physical science calculations will be performed in MathCad. Graphs and text commentary will be prepared in MathCad. A typical “formal” laboratory report will be written. One class hour, two laboratory hours.

Prerequisite: MTH 140 or higher; one physics, engineering, or technical course with a laboratory recommended.

TEK 206  Special Topics in Engineering Technology  1-3 Credits
This course will present topics relative to the field of mechanical, electrical, optical, and/or manufacturing technologies not covered in existing courses. The topics will introduce the students to emerging technologies and new industry trends, along with their practical applications. Topics will change from semester to semester based upon faculty and student interest. The classes may consist of lecture, laboratory, or alternative learning environment.

Telecommunications

TLC 101  Telecommunications I  3 Credits
A broad overview of basic telecommunication concepts, practices, industry standards, historical events, and future trends. Three class hours.

Prerequisite: ELT 121 or ELT 130 or permission of the department chair.

TLC 111  Fiber Installation and Maintenance  2 Credits
This course covers the proper stripping, cleaning, cleaving, fusing, and connectorization of glass fibers using the popular tools of the trade. Students learn basic principles of light propagation through both multimode and single mode fiber optic cable used by the telephone and computer network industry. Students become familiar with measurement techniques using specialized equipment such as the light source, power meter, and OTDR. Students are introduced to the assembly of fiber closures used in the outside plant of the public switched telephone network (PSTN). One class hour, two laboratory hours.

TLC 151  The Public Switched Telephone Network  4 Credits
This capstone course investigates how the public switched telephone network (PSTN) today can allow for billions of simultaneous voice and data communication paths to coexist nation wide and world wide. Using electronics and networking knowledge from other courses, students investigate how both telephone and computer connections are made through the PSTN. Students become familiar with the physical hardware making up the outside plant and gain insight as to how the various switches found in the PSTN automatically route phone calls and data transfer using twisted pair (copper), microwave, and fiber optic media. Three class hours, three laboratory hours.

Prerequisite: TLC 101 and TLC 111; corequisites: CPT 115 and ELT 232 (or ELT 121 and ELT 112).
### Tooling and Machining

**TAM 101 Machine Theory I**  
3 Credits  
A survey course of basic machine theory. Examines the types, operation, and usage of common machines and machine tools. Covered are the lathe, milling machine, surface grinders, bench tools, and measurement and layout tools. Focus is upon machine operations of cutting, turning, drilling, sawing, and grinding. Three class hours.

**TAM 105 Machine Project Laboratory**  
3 Credits  
This course will provide students with the opportunity to apply knowledge and develop machine operation skills through the creation of a variety of projects. The student will be required to demonstrate skill proficiency by completing the following machine shop projects: three step shaft, test shaft, test block, bolster plate, fly-cutter, extended tool holder, die stock, parallel clamp, sine bar, and vee-block. Nine laboratory hours.  
Corequisites: TAM 101, TAM 121, TAM 131.

**TAM 115 Principles of Metallurgy**  
3 Credits  
Covers the basic principles of metallurgy and how they relate to the strength and hardening processes of steels, tool steels, and other alloys. Topics covered include steel production, steel testing and pyrometry, alloy theory, heat treatment, surface treatments, and steel types. Three class hours.

**TAM 121 Mathematics for Machinists I**  
3 Credits  
A basic mathematics course for beginning machinists. It is designed to acquaint the entry-level tooling and machining student with the mathematical concepts, terms, and formulas required to function as a machinist. The emphasis of the course is upon application of mathematical principles to the machine trades and developing mathematical/mechanical problem solving skills. Three class hours.

**TAM 123 Mathematics for Machinists II**  
3 Credits  
An advanced mathematics course for machinists. This course builds upon mathematical concepts and skills gained in mathematics for machinists. The students will learn how mathematics is applied in mechanisms and fixtures. The focus is upon those mathematical and shape related applications necessary for design, layout and machining accurate parts. Three class hours.  
Prerequisite: TAM 121.

**TAM 131 Machine Shop Print Reading I**  
3 Credits  
The objective of this course is to develop an understanding of both simple and complex parts and the mechanisms, graphically described on blueprints. To differentiate between the various line types, multi-view representation and determination if key dimensions involving the given tolerances. The student will be able to develop the ability to visualize a completed part from a drawing. Three class hours.

**TAM 132 Machine Shop Print Reading II**  
3 Credits  
Students will be able to solve complex blueprint problems related to tool and shop applications. Section views, surface textures, screw threads, geometric tolerancing, steel identification, fasteners, castings, and coatings will be examined. Three class hours.  
Prerequisite: TAM 131.

**TAM 139 CNC Vertical Machine Tool Programming I**  
3 Credits  
Basic understanding of the fundamental concepts and principles of computer numerical controlled machining and programming is the objective of this course. Students will study the CNC applications of common machines, the applications of appropriate mathematics to these machines, and basic programming processes and techniques. Students will be able to write a simple program. Three class hours.  
Prerequisites: TAM 101, TAM 121, TAM 131, AND TAM 105 OR TAM 141.

**TAM 141 Machine Shop Laboratory**  
3 Credits  
Application of the fundamental concepts and processes covered in basic machine theory. Through creation of a series of machine parts, students will acquire basic tooling and machining skills. They will be required to layout and machine parts through use of the lathe, milling machine, drill press, and other machine and bench tools. Three class hours.  
Corequisite: TAM 101.

**TAM 142 CNC Mill Set-up**  
3 Credits  
Students will apply Computer Numerical Control (CNC) operating, set-up, and minor programming skills to produce components to specifications on various types of CNC milling equipment. There will be demonstrations and short student projects. Three class hours.  
Prerequisites: TAM 101, TAM 121, AND TAM 131;  
Corequisite: TAM 139.

**TAM 143 CNC Lathe Set-up**  
3 Credits  
The student will learn the basics about Computer Numerical Control (CNC) lathes, understanding part programs, operator skills, basic set-up skills, and advanced set-up skills. Students will use a variety of instructional media to learn the concepts of CNC. Three class hours.  
Prerequisites: TAM 101, TAM 121, AND TAM 131;  
Corequisite: TAM 139.

**TAM 145 Tool and Fixture Design**  
3 Credits  
Explores design. The types, functions and classifications of tools and fixtures. Students will design and sketch various tools to demonstrate understanding. Three class hours.  
Prerequisites: TAM 101, TAM 141.

**TAM 151 Geometric Dimensioning and Tolerancing for Machinists**  
3 Credits  
Features interpretation of engineering drawings relative to the application of G.D. & T., the effect on manufacturing methods, verification procedures, and a comparison to and conversion to the coordinate system. Topics include G.D. & T. terms and symbols, true positioning concepts and assembly applications, angularity, parallelism, perpendicularity, datum axes, counterplanes, and actual geometric conditions and locations. Three class hours.  
Prerequisite: TAM 131.

**TAM 155 Tool and Fixture Design**  
3 Credits  
The students will learn the basics of jig and fixture design. The types, functions and classifications of fixtures will be reviewed. Design economics will be explored and applied. There will be a complete review of different tool types including fixture plates, plate jigs, angle plate fixtures, channel, box, and vise jaw fixtures. Students will design and sketch various tools to demonstrate understanding. Three class hours.  
Prerequisites: TAM 101, TAM 141.

**TAM 171 Machine Trades Apprentice Training I**  
3 Credits  
This is the first year course of the students Machine Trades Apprenticeship on-the-job training experience. The course covers a minimum of 2000 hours of on-site training delivered in accordance with the Department of Labor and other structured apprenticeship training program requirements for Machine Trades Apprentices.  
Prerequisite: TAM 173.

**TAM 173 Machine Trades Apprentice Training III**  
3 Credits  
This is the third year of the students Machine Trades Apprenticeship on-the-job training experience. The course covers a minimum of 2000 hours of on-site training delivered in accordance with the Department of Labor and other structured apprenticeship training program requirements for Machine Trades Apprentices.  
Prerequisite: TAM 171.

**TAM 174 Machine Trades Apprentice Training IV**  
3 Credits  
This is the fourth year of the students Machine Trades Apprenticeship on-the-job training experience. The course covers a minimum of 2000 hours of on-site training delivered in accordance with the Department of Labor and other structured apprenticeship training program requirements for Machine Trades Apprentices.  
Prerequisite: TAM 172.
TAM 205  CNC Machining Project Laboratory  2 Credits
The students will apply CNC operating, set-up, and programming skills on various types of CNC equipment. It will involve writing part programs, setting up the machines and producing parts to specifications. Debugging, troubleshooting and program improvements will be required. This course is offered during the day schedule only. Six laboratory hours. Prerequisites: TAM 101, TAM 121 and EITHER TAM 105 OR TAM 141; Corequisite: TAM 139.

TAM 241  Advanced Machine Shop Laboratory  3 Credits
Designed as an opportunity for further enhancement of skills developed in TAM 141. Emphasis is placed on developing high level skills to accomplish complex and precision machining operations. Advanced topics include precision layout and tools, quality control, and precision machine processes. Three class hours. Prerequisites: TAM 101, TAM 141.

TAM 245  Computer Aided Manufacturing  3 Credits
This course teaches the basics of computer aided manufacturing. Students will be able to create part drawings, select tooling needed to manufacture the part, and generate the tool paths. They will be able to verify tool paths, post process paths for various controllers, and edit the tool path output. This will be done through a series of projects and lab exercises. Three class hours. Prerequisite(s): TAM 101, TAM 123, TAM 128, TAM 138, and TAM 142 or 143; Corequisite: TAM 255.

TAM 246  Computer Aided Manufacturing  2 Credits
Building on the basic skills learned in TAM 245, this course expands the student’s skills in the areas of tool path modifications, program verification, advanced contouring, and advanced pocketing. Three class hours. Prerequisite: TAM 245.

TAM 251  Statistical Process Control for Machinists  3 Credits
An applied statistical process control course for the worker involved in precision parts manufacture. Included in this course is the rationale/need for SPC, Demming philosophy, XBar and range charts, histograms, capability calculations, and attribute charts. Automatic data collection will be done on a Genesis statistical process control data collector and analyzer machine. Three class hours. Prerequisite: TAM 101, TAM 121, TAM 131, TAM 141.

TAM 255  Computer Aided Manufacturing Laboratory  3 Credits
Students will apply the work developed in TAM 245. This will involve the setup and operation of various CNC equipment to manufacture parts. Vertical machining centers, CNC lathe, and EDM equipment could be used in this laboratory. Tooling problems, material differences, and program editing and revisions will be included in this course. The goal is to have complete support documents with the accurate manufactured parts. Six laboratory hours. Prerequisite(s): TAM 129, TAM 142, TAM 155, TAM 241 and TAM 245.

TAM 241  Advanced Machine Shop Laboratory  3 Credits
This course is an integrated approach to basic college writing. Students will improve skills and understanding of college writing. In this course students will develop greater fluency in Standard English and create clear, unified, and coherent paragraphs. The course is designed for students in the Transitional Studies Program, as well as students who have been accepted into a degree or certificate program with specified placement exam scores. Three class hours, three fee hours. Three imputed credit hours; no credits earned. Prerequisites: Accuplacer placement or TAM 101 with a grade of C or better.

TRS 092  Basic Mathematics  No Credit
Students will develop competencies in basic mathematics. The emphasis will be on number theory related to whole numbers, fractions, decimals, proportions, and percents. There will be an emphasis on reduction of math anxiety, development of critical thinking skills, and practice using estimation theory and problem-solving methods. Students will use appropriate technology to reinforce their skills. Students will gain confidence in using math in everyday situations. Five imputed credit hours; no earned credits. Five class hours per week; five fee hours. Prerequisites: TAM 101, TAM 141.

TRS 094  Pre Algebra  No Credit
This course, for students who have mastered basic computations, offers preparation for further coursework in mathematics. Students will use fundamentals of mathematics to develop entry level competencies in business math, geometry, rational numbers, and algebra. They will use appropriate technology to reinforce their skills and gain confidence in using math in everyday life. Five imputed credit hours; no earned credits. Five class hours per week; five fee hours. Prerequisites: Accuplacer placement, or TRS 092 with a grade of C or better.

TRS 101  Basic Reading, Writing and Learning Skills  No Credit
This is a course designed to help students improve their college writing skills. In this course students will develop greater fluency in Standard English and create clear, unified, and coherent paragraphs. The course is designed for students in the Transitional Studies Program, as well as students who have been accepted into a degree or certificate program with specified placement exam scores. Three class hours, three fee hours. Three imputed credit hours; no credits earned. Prerequisites: Accuplacer placement or TRS 101 with a grade of C or better.

TRS 105  Fundamentals of Writing  No Credit
This course is designed to cover the aspects of development, revision, and writing of essays. Language mechanics, grammar, and usage skills necessary for effective written communication will be reviewed. Emphasis is on the application of these skills in frequent writing assignments and revisions of basic compositions. Students will improve skills and understanding of college writing. This course is particularly helpful to students who wish to strengthen their preparation for writing in general and in college level coursework. Three class hours per week, three fee hours. Three imputed credit hours; no credits earned. Prerequisites: Accuplacer placement, TRS 103 with a grade of C or better, or permission of department.

TVL 101  Introduction to Travel and Tourism  3 Credits
This course offers an insightful look into the fields of travel, tourism and hospitality. Students will explore the many exciting career opportunities that await them in an industry that has propelled to the forefront of world business. The economic role of travel and tourism is assessed with regard to its impact on public policy and destination development. Domestic and international air travel, car rentals, rail and the world of lodging are just a few of the topics that will be examined. Three class hours.

TVL 131  Documentation in the Tourism Industry  3 Credits
Extensive examples and exercises will provide students with the essential information they will need regarding the fare and ticketing process. Detailed coverage of manual and automated ticketing will be covered including special ticketing procedures, exchanges, and refunds. All ticketing formats and entries contained in this course are

www.monroecc.edu/go/courses

Course Descriptions 213
MCC’s Honors Program helps outstanding students reach their academic goals. The program affords MCC students the opportunity to develop a personal mentor relationship with an Honors faculty member that will last until they complete their MCC degree. This is characteristic of the highest quality liberal arts colleges -- a level of attention that prominent national universities seldom afford their undergraduates. Many honors students continue their studies at prestigious four-year colleges and universities such as Amherst, Cornell, SUNY Geneseo, and the University of Rochester.

For further information, call MCC’s Honors Studies Office at 585.292.3351 or visit www.monroecc.edu/go/honors
### COURSE ABBREVIATIONS

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Accounting

ACC 101 Accounting Principles I 4 Credits
Basic principles of financial accounting for the business enterprise with emphasis on the valuation of business assets, measurement of net income, and double-entry techniques for recording transactions. Introduction to the cycle of accounting work, preparation of financial statements, and adjusting and closing procedures. Four class hours. Prerequisite: MTH 098 or MTH 130 or equivalent.

ACC 102 Accounting Principles II 4 Credits
A continuation of the basic principles of financial accounting including a study of corporation accounts and the statement of cash flows. The course deals with the development of accounting theory with emphasis on managerial techniques for interpretation and use of data in planning and controlling business activities. Four class hours. Prerequisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

ACC 110 Fundamentals of Accounting I 2 Credits
An introductory course in the study of the basic accounting cycle. The recording and summarizing aspects will be covered with the emphasis on analysis of financial information and the role of accounting in the decision making process. No credit given for both ACC 101 and ACC 110. Successful completion of both ACC 110 and ACC 111 is equivalent to ACC 101. Two class hours, one conference hour. Prerequisite: MTH 098 or MTH 130 or equivalent.

ACC 111 Fundamentals of Accounting II 2 Credits
A continuation of ACC 110. Includes coverage of the summary function, preparation and analysis of financial statements, cash control, receivables, inventory valuation, plant assets, and current liabilities. No credit given for both ACC 101 and ACC 111. Successful completion of both ACC 110 and ACC 111 is equivalent to ACC 101. Two class hours. Prerequisite: ACC 110.

ACC 130 Introductory Accounting and Financial Analysis 4 Credits
Basic principles of both financial and managerial accounting with the focus on what accounting information is, what it means, and how to use it. Students will learn that accounting is a vital link between business events and business decisions. Four class hours. Prerequisite or corequisite: MTH 098 or MTH 130 or equivalent.

ACC 201 Accounting Applications 3 Credits
An applied/practical approach to the operation of computerized general ledger system. Material covered will include accounts receivable, inventory management, sales invoicing, accounts payable, and cash management. Emphasis is placed on the use of special journals, subsidiary ledgers, and data entry/retrieval. Scheduled to be offered in the Fall Semester during the day and the Spring Semester during the evening. Three class hours. Prerequisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

ACC 202 Payroll Accounting 2 Credits
To provide an interesting and useful understanding of accounting for payroll. The course will cover all the basics of payroll, including many of the laws affecting payroll. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Two class hours. Prerequisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

ACC 204 Tax Procedures 3 Credits
A study of federal, state, and local tax law and procedures for corporations, partnerships, and individuals. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Three class hours. Prerequisite: ACC 101 with a minimum grade of C or higher, or the sequence ACC 110 and ACC 111 with an average grade of at least C.

ACC 210 Intermediate Accounting I 4 Credits
A more analytical treatment of accounting theory and practice, with a review and amplification of basic procedures. Topics include cash, receivables, inventories, plant assets, intangible assets, current and contingent liabilities, long-term debt and financial statement presentation and disclosure. Scheduled to be offered in the Fall Semester during the day and the Spring Semester during the evening. Four class hours. Prerequisite: ACC 102 with a grade of C or higher.

ACC 220 Cost Accounting 3 Credits
The basic procedures and techniques of accounting used to determine, accumulate and control the cost of production and distribution of goods and services in today’s economy. Process and job-order methods, standards and standard cost, techniques of cost analysis and control. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Three class hours. Prerequisite: ACC 102 with a grade of C or higher.

ACC 230 Accounting Systems and Applications 3 Credits
A hands-on introduction to software used by accountants. The course will focus on the problem-solving capabilities of Excel in handling various accounting and financial issues. Scheduled to be offered in the Fall Semester during the evening and the Spring Semester during the day. Three class hours. Prerequisite: ACC 101 with a grade of C or higher OR ACC 110 and ACC 111 with an average grade of C or higher; plus ACC 102 and CIS 121, both with a grade of C or higher.

ACC 290 Independent Study  Variable Credit
See the Department Chairperson.

Alcohol/Chemical Dependence

ACD 140 Alcoholism/Chemical Dependency and the Human Service Worker 3 Credits
Designed to heighten students’ awareness of substance abuse problems. Students will develop a base knowledge concerning the pharmacology of drugs, including the different types of drugs and their physiological and psychological effects. An exploration of the social response to their use will be included. Areas of social service practice to be covered include theories and models of the etiology of chemical dependency as well as tactics of prevention and treatment designed to meet client needs. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours.

ACD 141 Alcoholism/Chemical Dependency Treatment Modalities 3 Credits
Provides students with a comprehensive education related to the broad range of planned and continuing services, included, but not limited to: diagnostic evaluation, continuing assessment, counseling, medical pharmacological, psychiatric, psychological, spiritual and social care, relapse prevention, vocational rehabilitation and career counseling. Will develop cognizance of confidentiality and ethical issues involved in assessment and treatment, which may be extended to persons with alcohol and other substance abuse problems. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours. Prerequisite: ACD 140 with a grade of C or higher.

ACD 142 Alcoholism/Chemical Dependency and the Family System 3 Credits
Provides students with the pertinent education and training related to issues and information specific to the effects of alcohol and other drug abuse/dependency on the family system and the community, including, but not limited to, physical, developmental, psychological, cultural and sociological implications. Case management, methods of assessment, therapeutic treatment techniques and resources within the community will be addressed. (Carries MCC college credit and 45 hours N.Y.S. OASAS-approved credit.) Three class hours. Prerequisite: ACD 140 with a grade of C or higher.
Anthropology

ANT 101 General Anthropology 3 Credits
An introduction to the fields of anthropology with emphasis on archaeology and physical anthropology. Explores the range of human biological and cultural diversity as indicated by archaeological remains and the human fossil record. Facts and theories about human nature and human culture are examined in evolutionary and comparative perspective. Three class hours. (SUNY-SS)
Prerequisite: ACD 140 with a grade of C or higher

ANT 102 Cultural Anthropology 3 Credits
A cross-cultural study of the variety of human adaptations to physical, social and cultural environments, primarily in terms of subsistence, technology, social groupings, government, economic organization, religion and aesthetics. Students are encouraged to discover the meaning behind cultural differences and similarities wherever they occur. Three class hours. (SUNY-SS)

ANT 110 Hosts and Guests: The Anthropology of Tourism 3 Credits
Offers an anthropological perspective on the positive and negative impacts of tourism upon a variety of cultures, peoples and environments. Includes an overview of pilgrimages, mass tourism, economic development, the “packaging” of cultures, and tourism as a sacred journey. Through case study and site visits, students also explore tourism development in Rochester. Three class hours. (SUNY-SS)

ANT 130 Bones, Bodies and Detection 3 Credits
An introduction to the methods and techniques used by forensic anthropologists to identify and recover human remains and establish circumstances of death. Using case reports and skeletal materials, students explore how anthropologists work with other disciplines to estimate age, gender, ethnic affiliation, stature, traumatic injury and pathologies. Students will develop analytical and critical thinking skills needed to reconstruct events surrounding the life and death of individuals both ancient and modern. Three class hours. (SUNY-SS)
Prerequisite: ANT 101 or permission of instructor

ANT 201 Native American Peoples and Cultures 3 Credits
Survey of the major regional cultural divisions of North and Meso-America, with intensive analysis of Indian societies selected to illustrate the range of economic, political and social institutions, and the relevance of ecological and historical factors. Three class hours. (SUNY-SS/OWC)
Prerequisites: ANT 101, or ANT 102 or SOC 101.
Applied Art and Design

AAD 104 (formerly COM 104) Intro to Graphic Design, 2D 3 Credits
A course which will introduce the student to basic graphic skills. Emphasis will be placed on applying the elements and principles of two-dimensional design to specific graphic design tasks in order to build visual literacy skills. Emphasis will be placed on both computer and hand skills used in the production of graphic art work.

- Course takes place within a Macintosh environment utilizing Adobe software.
- Students will be required to purchase art supplies and materials.
- Students may be required to print at a local service bureau.

AAD 112 (formerly COM 112) Graphic Design 1 3 Credits
This course explores the various aspects of graphic communication and will cover concepts, typography, layout and general graphic techniques. Course materials are designed to advance an understanding of design tools and design principles, artisanship and conceptual skills through the exploration of visual elements, order, concept and language. Three class hours.
Prerequisite: COM 104/AAD 104 and COM 105/AAD 105, or permission of instructor.

AAD 160 (formerly COM 160) Graphic Illustration: Vector Drawing 3 Credits
This course is designed to introduce the benefits, complexities and application of vector illustration and design (using Bezier curves) within a creative explorative environment. Learning to integrate traditional and digital image making techniques, students will be introduced to various methods of visual problem solving. The skills and ideas covered in this course are invaluable to students considering a career or study path in fine art, design, illustration, print media, motion graphics, animation or other media related arts.

- Course takes place within a Macintosh environment utilizing Adobe software.
- Students will be required to purchase art supplies and materials.
- Students may be required to print at a local service bureau.

AAD 165 (formerly COM 165) Digital Prepress 3 Credits
Introduces the student to the essentials of digital color prepress issues. An in-depth use of digital technology in the lithographic production and printing cycle will be explored. Students will experience both the theoretical and practical challenges of new prepress tools. Topics will include color separations, digital trapping and digital halftones. Two class hours, two laboratory hours.
Prerequisites: AAD 112, AAD 160, and AAD 260, or permission of instructor.

AAD 250 (formerly COM 250) Printing Process 4 Credits
And advanced course focusing on the in-depth study of the theory and techniques of graphic arts skills covering pre-press, press and finishing stages. Students will extend their prior knowledge and skills while exploring the parameters of print media through the production of multi-component projects. By managing projects from concept development through press and finishing stages, students will gain experience in advanced project planning, output, and hands-on experience with offset presses. Projects may include a self-promotional booklet, as well as print projects for outside clients. Three class hours, two laboratory hours.

AAD 256 Motion Graphics 3 Credits
Introduction to time based graphic design. Students will be exposed to both traditional and experimental methods of producing short motion sequences. Through a series of exercises and assignments, conceptual problem solving and the design of motion graphics will be emphasized. In addition to producing short motion sequences students will also view and discuss various commercial and independent works. Students must be able to practice good organizational and planning skills. Experience in design, photo imaging and vector graphics is a plus, but not necessary.
Prerequisite: AAD 105 Typography or permission of instructor.

AAD 260 (formerly COM 260) Applied Imaging, Raster Graphics 3 Credits
This course is designed to introduce the benefits, complexities and application of raster graphics, illustration and design within a creative explorative environment. The curriculum emphasizes both craft and visual problem solving. Emphasis is placed on the development of the student’s ability to apply creative thinking and contemporary techniques in creating meaningful and effective photographic illustrations and design. Course projects will emphasize use of computers, digital cameras and scanners.

- Course takes place within a Macintosh environment utilizing Adobe software.
- Students will be required to purchase art supplies and materials.
- Students may be required to print at a local service bureau. Three class hours.
ART 101 Art Essentials 3 Credits
This course is designed to improve the student’s visual perception and expand critical awareness through a variety of hands-on studio projects. The student will become familiar with the methods, materials, media, vocabulary, and techniques of making art. This course is suggested for students who are interested in developing their creative skills but are not art majors. Two class hours, two studio hours. (SUNY-A)

ART 102 Fine Arts: Theory and Practice 3 Credits
This course is required for those enrolling in the Fine Arts degree program, planning to graduate and transfer, and is designed to be taken in the first semester. It is a springboard for a multitude of interests for a future in the arts. The student is introduced through lecture, reading, writing, and discussion, to topics addressing our expectations and the student’s preparation to succeed in the program. Additionally, an overview of the offerings in the discipline, and the expectations and interactions of the Fine Arts courses are provided. The general knowledge areas include: fine arts theory and practice; a personal development plan; the creative process and ideation; exposure to contemporary art practices; and theoretical readings.

ART 104 Drawing I: Foundation 4 Credits
An introductory course that provides the student with experiences in working with a variety of subject matter and media. Various methods and materials (such as graphite, charcoal, conte crayon, and ink) will be explored, and a variety of mixed media techniques will be introduced. A range of drawing concepts will be covered including line, mass, texture, value, color, composition, and space. Emphasis is placed on the development of observational and technical skills needed for image making. Students are responsible for purchasing their own materials for this course. (SUNY-A)

ART 107 Watercolor/Water-based Media 3 Credits
This course introduces the student to the basic tools, materials and practices of watercolor and other water-based media, with an emphasis on the exploration of contemporary approaches to these media. Experimentation with materials and solutions to problems presented in class will be emphasized to instill the student with an understanding of painting as a creative act that reflects the personal sensibilities of the artist. Involvement of the student in critical evaluation of their work and the work of others will be a major component of the course. (SUNY-A)

ART 108 The Sketchbook and the Creative Process 1 Credit
Students will explore various aspects of the sketchbook and how it can be integrated into the artist’s practice. This course begins with the assumption that art is a universal human activity, not the exclusive realm of the specialist. The sketchbook is presented as a creative tool through which anyone can explore, reflect upon, and express their experiences. Emphasis will be placed on journal activities, the development of each student’s personal style and areas of interest, and the generation of ideas. This course is designed to [re]introduce artistic activity to the non-major and to deepen that process for the art major. The sketchbook will be presented both as a work in its own right and as a preparatory tool for future creative activity. The art major who takes this course will find the sketchbook is a valuable forum for collecting visual information, experimenting with a variety of drawing materials, exploring mixed media techniques and formulating and recording ideas. One class hour. (SUNY-A)
Prerequisite: ENG 101 or permission of instructor

ART 109 Two Dimensional Design: Foundation 3 Credits
The intent of this course is to provide students with an introduction to the fundamentals of two-dimensional design. Emphasis will be placed on the elements and principles of two-dimensional design and their use as the building blocks of visual literacy. Through lectures and hands-on assignments, students will gain an understanding of the concepts, vocabulary and skills needed to facilitate their understanding of visual organization. Through the critique process students will have the opportunity to evaluate and analyze their work and the work of others. Students are responsible for purchasing their own materials for this course. Two class hours, two studio hours. (SUNY-A)

ART 110 Comics and Sequential Art 3 Credits
This class is designed to take students through the process of creating their own comic book or sequential narrative. We will also examine the evolution of the comic, how the comic book is referenced in contemporary society, and appropriate grant writing and portfolio procedures for the comic industry. The course will be divided into three areas: materials, drawing techniques, and themes. While exploring these areas of emphasis, students will begin to develop their own style and voice which will be examined through a series of critiques throughout the semester. Prequisite: ENG 101

ART 118 Perspectives of Art History I: Ancient 3 Credits
Introduces the student to major artistic periods from prehistoric times to the Renaissance by examining the function and role of the artist in various periods of Western and Non-Western history. Major works studied will include objects from China and Japan as well as art and architecture from ancient civilizations such as Egypt, Greece, and Rome. The major emphasis of the course will be on the roots of European artistic developments from ancient times through the Gothic period of Medieval Europe. This course can be used as a humanities or social science elective. Three class hours. (SUNY-WC/H)

ART 119 Perspectives of Art History II: Modern 3 Credits
Introduces the student to major artistic periods from the Renaissance to contemporary art by examining the function and role of the artist in various periods of history with an emphasis on the origins and developments of artistic styles such as High Renaissance, Baroque, Romanticism, Realism, and Cubism. The course will survey major works by artists such as Michelangelo, Jan van Eyck, David, Van Gogh, Picasso, Georgia O’ Keeffe, and Frank Lloyd Wright. This course can be used as a humanities or social science elective. Three class hours. (SUNY-WC/H)

ART 120 Painting I 4 Credits
This course provides a foundation for a basic experience with painting. Exploration with the methods, materials and concepts of acrylic painting will be carried out in a studio setting. Through specifically assigned problems, the beginning student will develop a visual painting vocabulary. Color theory, pictorial composition, figure/ground relationships, visual perception, spatial concepts, and critical thinking skills will all be emphasized. Participation in individual and group critiques of work produced during the course is expected. Students are responsible for purchasing their own materials for this course. Two class hours, four laboratory hours. (SUNY-A)
Prerequisite: ART 104 or permission of instructor

ART 121 Perspectives of Art History III: Non-Western Art 3 Credits
An introductory course that focuses on the history, development and current influences of non-western art. Particular emphasis is on objects, images and architecture from India, China, Korea, Southeast Asia, Pre-Columbian and Native North and South Americas, Africa, and the cultures of the South Pacific Islands. This course can be used as a humanities or social science elective. Three class hours. (SUNY-WC/H)

ART 125 Three Dimensional Design: Foundation 4 Credits
This course introduces the student to how the elements of line, plane, shape, volume and mass are manipulated in the design of 3D forms. Texture, transparency, unification, modification, color, and other effects on these elements are also incorporated. The elements are defined, experimented with individually, in combination, and cumulatively. Individuality is encouraged within the structured framework of each project. Students experience a wide range of materials and processes to develop a broad three-dimensional experience. Students are responsible for purchasing their own materials for this course. Two class hours, four studio hours.
ART 130  Sculpture I  4 Credits
This course offers a foundation in sculpture as necessary for continued sculptural exploration, including basic knowledge of additive, subtractive, and casting processes. Historical context, the creative process, conceptual development, evaluation, and criticism are emphasized. Students explore these issues through individual projects within a structured framework. Two class hours, four studio hours.
Prerequisite:  ART 125

ART 154  Drawing the Human Figure  4 Credits
This is an intensive studio-based course that deals primarily with the human form via the nude model and additional supporting means for that study. Assignments are designed to give the students the visual tools needed to accomplish accurate rendering of the figure, with emphasis on anatomy, proportion and the creative interpretation of the human form. A variety of media will be explored such as graphite, conte crayon, charcoal and ink wash. Guided strategies such as contour, gesture, and tonal studies will be utilized while drawing poses that vary in duration. Students are responsible for purchasing their own materials for this course. Two class hours, four studio hours.
Prerequisite:  ART 104 or permission of instructor

ART 175  Art Travel  1 Credit
A course that combines classroom instruction at the MCC campus with travel to and instruction at various off-campus locations including art museums, historical and landmark houses, art galleries, architecturally noteworthy urban sites or town developments. Variable class hours.

ART 190  Art Focus  1 Credit
The ART 190 designation is used for art history studies of special interest. The focus will change from semester to semester depending on local art exhibits or significant artistic events. Examples are: Dutch Landscape Painting, Cobblestone Houses in Upstate N.Y., Michelangelo, Themes of Protest in Paintings, Architecture of Frank Lloyd Wright. Variable class hours.

ART 200  Arts Management  3 Credits
This course offers an opportunity to experience the day to day challenges of administrating a museum, gallery, box office, performing groups, music recording studio and theater. The student will examine the many aspects of organizing, planning, preparation, promotion and presentation of arts events and productions. The student will learn the methods of working with artists, budgeting, contracts and grant writing. Utilizing Monroe Community College’s Visual and Performing Arts department facilities and other experimental spaces around the campus and Greater Rochester, students will have an opportunity to get hands-on experiences working in the field. The course will have invited guest speakers, art critics, arts managers, and other arts professionals. Field trips to the areas cultural resources will familiarize the student with the rewarding career possibilities in these professions. Fall and Spring semesters. Three class hours.
Prerequisite: Minimum of 24 credits of college course study.

ART 204  Drawing II  4 Credits
This course expands upon the basic skills developed in ART 104. The student will be provided with advanced drawing problems related to creative and expressive image making. Various approaches to methods, materials, subject and content will be explored as a way to continue to develop the student’s conceptual and perceptual abilities. Students are responsible for purchasing their own materials for this course. Two class hours, four studio hours.
Prerequisite:  ART 104.

ART 205  Commercial Illustration I  4 Credits
A course which explores a full range of current commercial illustration methods and techniques utilizing the following media: pencil, pen and ink, watercolor, and collage. Two class hours, four studio hours.
Prerequisites:  ART 104, ART 109 or permission of instructor.

ART 206  Commercial Illustration II  4 Credits
A continuation of ART 205 emphasizing advanced illustration techniques including those utilizing basic computer skills for completion of assignments. This course focuses on illustration assignments as they are commissioned by art directors of graphic studios, ad agencies, magazines, book and newspaper companies. Two class hours, four studio hours.
Prerequisites:  ART 104, ART 109, ART 205 or permission of instructor.

ART 220  Painting II  4 Credits
This course expands upon the foundation established in Painting I. Increased emphasis will be placed on experimentation, the expressive potentials of the medium, and on developing a perspective on the relationship between the formal techniques and the conceptual aspects of painting. Participation in individual and group critiques of work produced during the course is expected. Students are responsible for purchasing their own materials. Two class hours, four laboratory hours.
Prerequisite:  ART 120 or permission of instructor.

ART 230  Sculpture II  4 Credits
This course is a continuation of sculpture including figure study of the torso, and personal exploration in any of the three areas studied in ART 130. The student will concentrate on the development of a concept, experimentation, technical drawings and maquettes, leading to the creation of the final sculptural project. Two class hours, four laboratory hours.
Prerequisite:  ART 130
Audiovisual Technology

AVT 121 Introduction to Audiovisual Technology 2 Credits
This is a survey course that is designed to introduce students to the audiovisual industry. The knowledge acquired through the on-line tutorials and practical experience in the field will serve as a foundation for subsequent courses leading to the acquisition of entry level skills in audiovisual technology. This course provides an overview of the audiovisual (AV) industry and the courses included in the AV program. Students who complete the course successfully will be knowledgeable about industry trends, opportunities, and resources that are available to AV technicians. They will also be proficient in using the technology required to take the on-line courses included in the programs, and they will be able to identify and describe the basic functions of various types of cabling, connectors, equipment, and system components used in the audio, video, and system integration sectors of the industry. Two class hours.

AVT 122 Audio Technology 3 Credits
This course provides students with a working knowledge of how to install and terminate audio cabling, distinguish between types of audio signals, recognize appropriate audio equipment, install audio components, verify audio system operation, operate audio systems, and complete appropriate documentation. Integrated systems and rental and staging applications are included. The knowledge acquired through the on-line tutorials and practical experience in the field will serve as a foundation for additional courses leading to the acquisition of entry level skills in audiovisual technology. Prerequisite/Corequisite: AVT 121.

AVT 123 Video Technology 3 Credits
This course will provide students with a thorough understanding of the career path, tasks and terminology of an audio visual technician, working specifically with video. Prerequisites/Corequisites: AVT 121 and AVT 122.

AVT 124 Integrated Audio and Video Systems I 2 Credits
This course will provide students with the skills required for installing and uninstalling equipment on a project basis. Students will also be introduced to advanced technologies in the areas of control and display systems. The scenario-based approach to this course allows the student to envision a project from start to finish, enabling them to address the planning, concerns, and outcomes of a well-orchestrated presentation event. Prerequisite/Corequisite: AVT 123.

AVT 125 Integrated Audio and Video Systems II 2 Credits
Advanced application of audio and video technology in computer presentation, home theater and video conferencing. Prerequisite/Corequisite: AVT 124.

Automotive Technology

ATP 100 Automotive Services 3 Credits
This hands-on course is designed for both consumers interested in repairing their own cars and individuals interested in entry level skills that will help them gain employment in the automotive industry. Lectures, demonstrations and hands-on activities provide an overview of automotive systems. Can be substituted for any one of the ATP 171-176 work experience courses. Two class hours, two laboratory hours.

ATP 101 Introduction to Automotive Technology 5 Credits
An introductory course designed for automotive students that provides theory for a foundation in the field of automotive technology. All systems of the automobile are covered. Offered in the Fall and Spring Semesters. Three class hours, three laboratory hours. Prerequisite: Permission of the department.

ATP 102 Electrical/Electronic Systems 1 - Automotive 3 Credits
A study of basic automotive electricity including Ohms law, circuit analysis, meter usage, discrete solid state components, magnetic induction, motor principles, and wire repair. Two class hours, two laboratory hours. Prerequisite: Permission of the Department.

ATP 103 Electrical 2 - Automotive 4 Credits
It is required that students have an extensive electrical theory background or have completed ATP 102 or ATP 152. Theory-related instruction and demonstration of testing and repair procedures covers automotive charging, starting, lighting, and accessories. Schematic reading is emphasized throughout the course. Three class hours, two laboratory hours. Prerequisite: Permission of the Department.

ATP 104 Emission Controls, Computer and Fuel Systems I 3 Credits
Theory related instruction and demonstration of testing and repair procedures covering emission controls, engine performance diagnosis, 2 & 4 gas analysis, scope patterns, and ignition systems. Two class hours, two laboratory hours.

ATP 105 Brakes - Automotive 4.5 Credits
Theory related instruction and demonstration of testing and repair procedures covering automotive brake systems. Includes drum and disc brakes, hydraulic systems, power assist and anti-lock systems. Three class hours, three laboratory hours. Prerequisite: Permission of Department.

ATP 106 Steering and Suspension - Automotive 5 Credits
In-depth study of adjustable and non-adjustable alignment measurements with emphasis on proper alignment techniques, methods of adjustment, complete 4-wheel alignment. Manual and power steering system diagnosis and repair, complete suspension system service including coil spring, torsion bar, and MacPherson struts. Three class hours, three laboratory hours. Prerequisite: Permission of Department.

ATP 107 Automatic Transmission and Transaxle - Automotive 4 Credits
This course includes the theory of operation, diagnosis, maintenance and repair of automobile transmissions and transaxles. There will be emphasis on hands-on work. Three class hours, two laboratory hours. Prerequisite: Permission of Department.

ATP 108 Engine Repair - Automotive 4 Credits
Instruction in the 4-stroke theory and practical procedures necessary to diagnose and repair automotive type gasoline engines. Includes diagnosis, component inspection, proper disassembly and reassembly procedures, and critical engine measurements. Three class hours, three laboratory hours. Prerequisite: Permission of Department.

ATP 109 Heating and Air Conditioning - Automotive 3 Credits
Theory related instruction and demonstration of testing and repair procedures covering automotive heating and air conditioning systems. This course provides theory for R-12 and R-134a systems. Two class hours, 1.3 laboratory hours. Prerequisite: Permission of Department.

ATP 112 Engine Performance - Automotive 4 Credits
The theory, operation and diagnosis of computerized engine controls and fuel systems. Three class hours, two laboratory hours. Prerequisite: Permission of Department.

ATP 139 Applied Automotive Techniques 2 Credits
This is a performance based hands on course designed for individuals interested in developing entry level skills that will help them gain employment in the automotive industry. Demonstrations and hands on LAB activities provide practical experience of service tasks related to automotive systems. Students must provide their own tools. It is required that students have completed ATP 100 plus ATP 151, or ATP 101. Three laboratory hours. Prerequisite: Permission of the department.
ATP 140 Automotive Technology-Coop Seminar
Career related seminar offered one hour per week (15 hours); prepares students for their co-op in-dealership experience.

ATP 141 Automotive Technology-Coop I
This is a 9-week in-dealership co-op work experience for automotive technology students. 360 experiential hours.

ATP 142 Automotive Technology-Coop II
This is a 6-week in-dealership co-op work experience for automotive technology students. 240 experiential hours.

ATP 143 Automotive Technology-Coop III
This is a 12-week in-dealership co-op work experience for automotive technology students. 480 experiential hours.

ATP 144 Automotive Technology-Coop IV
This is a 9-week in-dealership co-op work experience for automotive technology students. 360 experiential hours.

ATP 145 Automotive Technology-Coop V
This is a 6-week in-dealership co-op work experience for automotive technology students. 240 experiential hours.

ATP 151 Introduction to Automotive Technology Theory
An introductory course designed for automotive students that provides theory for a foundation in the field of automotive technology. All systems of the automobile are covered. Offered in the Fall Semester. Three class hours. Prerequisite: Permission of Department

ATP 153 Electrical 2 - Automotive Theory
It is required that students have an extensive electrical theory background or have completed ATP 102 or ATP 152. Theory related instruction and demonstration of testing and repair procedures covering automotive charging, starting, lighting, and accessories. Schematic reading is emphasized throughout the course. Three class hours. Prerequisite: Permission of Department

ATP 154 Emission Controls, Computer and Fuel Systems I Theory
Theory related instruction and demonstration of testing and repair procedures covering emission controls, engine performance diagnosis, 2 and 4 gas analysis, scope patterns, and ignition systems. Two class hours. Prerequisite: Permission of Department

ATP 155 Brakes - Automotive Theory
Theory related instruction and demonstration of testing and repair procedures covering automotive brake systems. Includes drum and disc brakes, hydraulic systems, power assist and anti-lock systems. Safe use of the oxyacetylene torch for welding and cutting is also covered. Three class hours. Prerequisite: Permission of Department

ATP 156 Steering and Suspension - Automotive Theory
In-depth study of adjustable and non-adjustable alignment measurements with emphasis on proper alignment techniques, methods of adjustment, complete 4-wheel alignment. Manual and power steering system diagnosis and repair, complete suspension system service including coil spring, torsion bar, and MacPherson struts. Three class hours. Prerequisite: Permission of Department

ATP 157 Automatic Transmission and Transaxle - Automotive Theory
This course includes the theory of operation, diagnosis, maintenance and repair of automobile transmissions and transaxles. There will be emphasis on hands-on work. Three class hours. Prerequisite: Permission of Department

ATP 158 Engine Repair - Automotive Theory
Instruction in the 4-stroke theory and practical procedures necessary to diagnose and repair automotive type gasoline engines. Includes diagnosis, component inspection, proper disassembly and reassembly procedures, and critical engine measurements. Three class hours. Prerequisite: Permission of Department

ATP 159 Heating and Air Conditioning - Automotive Theory
Theory related instruction and demonstration of testing and repair procedures covering automotive heating and air conditioning systems. This course provides theory for R-12 and R-134a systems. Two class hours. Prerequisite: Permission of Department

ATP 160 Automotive Parts and Service Department Management
An overview of automotive parts and service department management policies and procedures, and the responsibilities of the managers of each department. This course includes customer relations and employee motivation. Three class hours.

ATP 162 Engine Performance - Automotive Theory
The theory, operation and diagnosis of computerized engine controls and fuel systems. Three class hours. Prerequisite: Permission of Department

ATP 171-174 Work Experience
This is a 15-week co-op mechanical repair work experience for Automotive Technology students. ATP 100 can be substituted for one co-op.

Biology

BIO 114 Natural History of Greater Rochester
Teaches the basic biological concepts through an experience-based approach. Field trips will be held at local sites of geological and biological interest. Topics covered will include: identification of woody plants, wildflowers, insects, birds and mushrooms; the ecology of fields, woods and wetlands; and bedrock and glacial geology. Two class hours, two laboratory hours.

BIO 116 Introduction to Environmental Science
A course which deals with biological aspects of humans and their impact on the environment. Students will study ecological principles that govern the world and will examine current environmental problems and issues. They will develop a greater awareness of global interdependence and the role of individuals in affecting environmental issues. This course is designed for the career or non-science student. Two class hours, two laboratory hours. (SUNY-NS)

BIO 117 Basic Consumer Nutrition
A lecture course that will present information on nutrients and their use by the body. Topics include digestion, usage of nutrients, consequences of nutrient deficiencies or excesses, energy production and analysis of individual diets. Current research is integrated into the course. Depending on program requirements, this course can meet both Food Service (FSA 117) or Natural Science (BIO 117) elective or course requirement. A student may earn credit for BIO 117 or FSA 117, but cannot earn credit for both courses because they are equivalent courses. Three class hours.

BIO 118 Practical Botany
A basic course emphasizing the significance and use of plants. Studies include simplified plant anatomy and physiology, propagation, cultivation and use of plants for food, landscaping and other purposes. This course is designed for the career or non-science student. Two class hours, two laboratory hours.

BIO 120 Essentials of Life Science
An introduction to selected principles of the biological sciences explored through current topics in biology. Areas of study will include the organization of life, cell structure and function, DNA structure and heredity, biodiversity, evolution, and ecology. This course is designed for the career or non-science student. Three class hours, two laboratory hours. (SUNY-NS)
BIO 132 Laboratory to Accompany Human Biology 1 Credit
Laboratory exercises in human anatomy and physiology to supplement BIO 133 class lectures and text information. Bio 132 is a late start, 10 week course that has 3 lab hours per week. NOTE: This course only meets SUNY General Education Natural Science requirements when both BIO 132 and BIO 133 are successfully completed. [SUNY-NS]
Prerequisite or corequisite: BIO 133.

BIO 133 Human Biology 3 Credits
A study of the structure and function of the human body. The cause and effects of certain diseases are also included. The course is designed for the career or non-science student. NOTE: Students who successfully complete BIO 133 may, with the addition of BIO 132, complete the requirement for SUNY Natural Science General Education. BIO 132 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both BIO 132 and BIO 133 are successfully completed. Three class hours in lecture/ laboratory demonstration formats.

BIO 134 Human Anatomy and Physiology I 3 Credits
The study of the structure and function of cells (including metabolism), tissues, integument, and musculoskeletal, nervous, and sensory systems. Designed for students enrolled in the Dental Hygiene, Health Information Management, and Physical Education programs. Also open to interested Liberal Arts students with some biology background. Two class hours and three laboratory hours.
Prerequisite: High school biology with a grade of C or better, or any Biology course numbered 120 or higher with a grade of C- or better, or permission of instructor.

BIO 135 Human Anatomy and Physiology II 3 Credits
A continuation of BIO 134. Includes the study of the structure and function of the endocrine, cardiovascular, lymphatic, immune, digestive, urinary, and reproductive systems. Two class hours and three laboratory hours. [SUNY-NS]
Prerequisite: BIO 134, or permission of instructor.

BIO 136 Introductory Forensic Science 4 Credits
This is an introductory natural science course designed for the non-science, primarily criminal justice, major. The course will cover those biological and chemical fundamentals necessary for the student to understand 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 typing will be included. The laboratory will include demonstrations and hands-on activities of methods used to study chemical and biological evidence. This course complements the existing CRJ 209 course which emphasizes the investigative procedures involved at the crime scene. Three lecture hours, three laboratory hours.

BIO 137 Biology of HIV and AIDS Infection 3 Credits
A lecture/seminar course dealing with the biological aspects of HIV infection and the AIDS epidemic. Topics will include an introduction to cell functions, viral mechanisms, the immune system, transmission, treatment and epidemiology of HIV. Class participation and evaluation of public sources of information will be emphasized. Three class hours.
Prerequisite: Successful completion of any BIO course numbered 120 or higher, or permission of instructor.

BIO 139 Growth and Aging: The Biology of Human Development 4 Credits
Biological aspects of growth, development and aging in the human organism from conception through death. Topics include embryology, pregnancy, childhood, adolescence, maturity, and the aged. A functional overview of the ten body systems and a brief description of the most common pathologies of each. Three class hours, two laboratory hours.
Prerequisite: BIO 133 or permission of instructor.

BIO 142 Human Anatomy 4 Credits
The detailed study of the human organism at the tissue and organ system levels. The relationship between structure and function is covered with emphasis on structural relationships. Laboratory study includes microscope work along with substantial organ and animal dissection. The course is designed for students in Nursing, Radiologic Technology, Massage Therapy, and other health related programs. Two class hours, one conference hour, three laboratory hours.
Prerequisites: High school biology with a grade of C or higher, or any of the following with a grade of C or higher: BIO 120, both BIO 132 and BIO 133, or permission of instructor.

BIO 143 Human Physiology 4 Credits
An introduction to the major concepts of physiology as applied to the human organism. An integrated study of human physiology from the cellular to the system level with an emphasis on feedback systems. Laboratory work includes student and demonstration experiments designed to illustrate normal function and physiologic responses to specific stresses. The course is designed for students in Nursing, Radiologic Technology, Massage Therapy, and other health related programs. Two class hours, one conference hour, three laboratory hours.
(SUNY-NS)
Prerequisites: BIO 142 and one of the following: high school chemistry or CHE 100 or CHE 124 or permission of instructor.

BIO 150 Introduction to Biological Evolution 3 Credits
Introduction to the basic principles and concepts of the theory of evolution. Topics will include natural selection and other forces driving evolution, speciation, evolutionary genetics, hominid evolution, and major lines of evidence supporting the theory of evolution. Three class hours.

BIO 155 General Biology I 4 Credits
Principles of biology with an emphasis on cellular structure and function, and organic evolution. Topics will include cellular metabolism, molecular genetics, gene expression, Mendelian genetics, natural selection and speciation. The laboratory features activities and experiments that reinforce the concepts presented in lecture. This course is the first in a two-semester sequence in introductory biology for science majors or science-interested students. This course may also fulfill a natural science elective for science-interested students. Two class hours, one conference hour, three laboratory hours. WR [SUNY-NS]
Prerequisite: High school biology with a grade of B or better, or BIO 120 with a grade of C or better, and high school chemistry with a grade of C or better, or any college chemistry course with a grade of C or better, or permission of instructor.

BIO 156 General Biology II 4 Credits
Principles of biology with an emphasis on the diversity of life, the structure and function of plants and animals, and general ecological principles. The laboratory features activities and experiments that reinforce the concepts presented in lecture. This course is the second in a two-semester sequence in introductory biology for science majors or science-interested students. This course may also fulfill a natural science elective for science-interested students. Two class hours, one conference hour, three laboratory hours. WR
Prerequisite: BIO 155 with a grade of C- or higher.

BIO 170 Marine Life 3 Credits
An introduction to the biology of marine plants and animals using selected groups of marine organisms to develop an understanding of how biological principles and processes apply to life in the sea. The ecology, evolution, behavior and physiology of selected groups will be discussed. Three class hours in lecture/demonstration formats.
Prerequisite: Successful completion of any BIO course numbered 120 or higher, or permission of instructor.

BIO 195 Field Studies in Biology Variable Credit
This course is designed for students who wish to study a particular natural habitat or environment in a focused, hands-on, field setting. The majority of course work is completed in the field at a local or distant location depending upon the title and focus of the course for a given semester. Students will conduct field observations, record data, participate in and design field experiments.
and construct a field notebook detailing all aspects of their field experience. Credit hours are variable depending upon the field experience offered. Additional fees for travel, lodging, food, and other field expenses may apply.

Prerequisite: One Biology lab course preferred. Permission of instructor required.

BIO 202 Microbiology 4 Credits
A one term course for health professionals. A brief introduction to principles of general microbiology with major emphasis on control of microorganisms by physical and chemical processes. Medical microbiology including pathogenicity and epidemiology of infectious diseases, and immunology. Three class hours, two laboratory hours.

Prerequisites: BIO 134 or BIO 143 or BIO 156 or permission of instructor.

BIO 209 General Microbiology 4 Credits
A survey of microorganisms: bacteria, viruses, rickettsia, protozoa, algae and fungi. Major emphasis is placed upon bacteria: classification, genetics, ecology, morphology, physiology, physical and chemical control and economic importance. An introduction to applications of microbiology to food and water analysis, industry and medicine, including principles of immunology and transmission of infectious diseases. This course is designed for the Liberal Arts or science-interested student. Three class hours, three laboratory hours.

Prerequisites: BIO 156 as prerequisite or corequisite, and CHE 145 or CHE 151 with a grade of C- or better, or permission of instructor. Students who have completed BIO 156 with a grade below C- are advised to repeat BIO 156 before attempting BIO 209.

BIO 217 Nutrition 3 Credits
The study of nutrients needed for healthy functioning of human beings and the biochemical functions of these nutrients in the body. The nutrient content of foods and its application to meal planning. Special nutritional needs of infants, pregnant women, nursing mothers and the elderly. The course is designed for students in Nursing, Dental Hygiene, Radiologic Technology, and other Health Related Programs. Three class hours.

Prerequisite: BIO 135 or BIO 143 or permission of instructor.

BIO 221 Principles of Biochemistry 4 Credits
A study of the major chemical constituents of cells including proteins, carbohydrates, lipids and nucleic acids. Structure and function will be emphasized. Enzyme kinetics, regulation of enzyme activity, and metabolic pathways will also be covered. Labs include buffer preparation, protein and enzyme assays, lipid analysis, and the isolation and characterization of enzymes and nucleic acids. Fall semester only. Three class hours, three laboratory hours.

Prerequisites: BIO 156 with a grade of C- or better, and CHE 151 with a grade of C- or better, or permission of instructor.

BIO 225 Bioanalytical Techniques I 4 Credits
An introduction to the principles and methods of analytical technique as they relate to quantitative measures of determination. Laboratory experiments include instruction in the use of balances and volumetrics, spectrophotometric analysis, and a variety of titrimetric methods. Fall semester only. Three class hours, three laboratory hours.

Prerequisite: CHE 151 or permission of instructor.

BIO 226 Bioanalytical Techniques II 4 Credits
An in-depth study of the theory and practice of separation techniques that would be employed in the isolation and purification of biomolecules such as proteins, enzymes, and nucleic acids. Laboratory experiments involve immunology, chromatography, electrophoresis, and blotting techniques (western and southern blots). Spring semester only. Three class hours, three laboratory hours.

Prerequisite: BIO 156 with a grade of C- or better or BIO 225, or permission of instructor.

BIO 227 Biotechnology Seminar 1 Credit
A discussion based capstone course that will integrate the topics and concepts of the Biotechnology Program. Emphasis will be on applications of biotechnology, current issues, societal/ethical concerns, and laboratory management. One class hour.

Corequisite: BIO 226

BIO 230 Molecular Genetics 4 Credits
A study of the transmission of genetic information with emphasis on the structure and function of nucleic acids. The genetics of prokaryotes, eukaryotes and viruses will be covered. The molecular basis of replication, repair, recombination, and gene expression will also be examined. Lab experiments introduce a variety of molecular biology techniques such as replica plating, bacterial conjugation and transformation, the isolation and restriction enzyme cleavage of plasmid DNA, and restriction mapping. Spring semester only. Three class hours, three laboratory hours.

Prerequisites: BIO 156 with a grade of C- or better and CHE 151 with a grade of C- or better, or permission of instructor.

BIO 231 Kinesiology 3 Credits
The study of human motion. Study of the skeletal and muscular anatomy which produces movement in sports activities and everyday living, including analysis of joint action and muscle roles in movements. The application of Newtonian mechanics to force generation, movement, speed, and power development. Course includes application of the following principles to body motion: scalar and vector quantities, inertia, momentum and acceleration, leverage and center of gravity. This course is designed for Massage Therapy students and other Liberal Arts students. Two class hours, two laboratory hours.

Prerequisite: BIO 134 or 142 with a grade of C or better, or permission of instructor.

BIO 235 Pathophysiology 3 Credits
An introductory course for students in health related disciplines designed to facilitate further learning in their areas of specialization and promote effective interactions as members of the health care team. The course provides an overview of human diseases, their frequency, significance, diagnosis and treatment. The course moves from basic pathological processes to diseases by organs or organ systems to multiple system diseases and associated processes. Three class hours.

Prerequisites: BIO 129, or BIO 143, or permission of instructor.

BIO 242 Human Dissection 1 Credit
For students in programs leading to a degree in an allied health field. Careful dissection of the human body by students under faculty supervision will be used to reinforce and enrich the student's study of anatomy. Students gain experience in making educated decisions concerning the dissection, as well as in dissection technique and identification of human anatomical structures. Three laboratory hours.

Prerequisite: BIO 142 and permission of the instructor.

BIO 243 Myology 4 Credits
A lecture/laboratory course focusing on an in-depth look at the structure and function of skeletal muscle. Lecture topics include muscle physiology, strength adaptations, and muscle injury and disease. Laboratories include a thorough examination of muscles of the trunk, shoulder, elbow, wrist, hand, hip, knee, ankle, and foot. Discussions include origin, insertion, function and palpation. Two class hours, one conference hour, three laboratory hours.

Prerequisites: BIO 142 and BIO 143 with a minimum grade of C or permission of instructor.

BIO 244 Neuropathology 1 Credit
This course provides an overview of the nervous system and a detailed look at pathologies related to the nervous system. Topics covered in this course will include a review of normal structure and function of the human nervous system, chronic degenerative, infectious and psychiatric disorders of the nervous system, and injuries to the nervous system. One class hour. Fall Semester only.

Prerequisite: BIO 143

BIO 251 Topics In Biology With Laboratory Experience Variable Credit
A seminar course concerned with current problems in biological research. (Possible topics: Evolution, Human Genetics, Behavior, Pollution, Current Research). Laboratory experiences will be included. Sessions could consist of readings, short journal reports, laboratory experiments, and outside speakers. One, two, or three class hours. Variable Credit.

Prerequisite: Permission of department.
BIO 252  Topics in Biology Seminar  1 Credit
A discussion based seminar course that will integrate and apply biological concepts. Emphasis will be on discussing current scientific issues, library/internet instruction and research, student presentations, and developing technology and teamwork skills. One class hour. Prerequisite: BIO 156 with a grade of C- or better and one 200 level Biology course with a grade of C- or better, or permission of instructor.

BIO 253  Topics in Biology without Laboratory  Variable Credit
A seminar course concerned with current problems in biological research (possible topics may include evolution, human genetics, behavior, pollution, current research). Sessions could consist of readings, short journal reports, and outside speakers. One, two, or three class hours. Variable Credit. Prerequisite: Permission of the department

BIO 260  General Ecology  4 Credits
An introduction to the interactions between living organisms and their physical, chemical and biological environment. Several levels of ecological organization are examined. These include the study of different types of populations, communities and ecosystems. Topics include population structure and growth, species interaction, energy flow, nutrient cycling, succession, and applications to current environmental management issues. Students perform ecological experiments in the field as well as in the laboratory. Two class hours, one conference hour, three laboratory hours. Prerequisite: BIO 155 with a grade of C- or better, or permission of instructor.

BIO 265  Vertebrate Zoology  4 Credits
A study of vertebrate structure, function and evolution. Relationships between the structural and functional adaptations of the different vertebrate groups and their environment are examined. The laboratory features dissections and experiments that illustrate these adaptations in both aquatic and terrestrial vertebrates. Two class hours, one conference hour, three laboratory hours. Prerequisite: BIO 158 with a grade of C- or better, or permission of instructor.

BIO 266  Biology of Vascular Plants  4 Credits
This course covers major groups of living vascular plants, evolutionary origins of plants and their phylogenetic relationships. Includes anatomy, physiology, and reproductive patterns. This course is designed for science majors and students interested in plant science. Two class hours, one conference hour, three laboratory hours. Prerequisite: BIO 156 with a grade of C- or better, or permission of instructor.

BIO 290  Independent Study  Variable Credit
See the Department Chairperson for more information on Independent Study courses. Students with religious objections to handling animal materials should contact the Biology Department Chairperson prior to the start of classes to discuss alternatives available for lab courses that use these materials.

Business

BUS 104  Introduction to Business  3 Credits
An introductory study of business including organizational forms, the function of production, finance, marketing and human resources. Additional topics will be environmental factors which impact business such as government business ethics and current business issues. Three class hours.

BUS 110  Entrepreneurial Studies I  3 Credits
First of two small business courses designed for those interested in learning how to start and manage a small business. It begins by defining and explaining the nature of small business in today’s economy and entrepreneurs in the context of the free enterprise system. The topics include small business opportunities, legal forms of ownership, franchising, starting a new venture, sources of financing, developing marketing strategies and human resource management. Students will also learn the key components of a business plan, review case studies, and undertake a major project. Three class hours.

BUS 105  Supervising for the 21st Century  3 Credits
This course is designed to teach supervisors the concepts and skills they need to manage work and lead people in a diverse workforce. Its emphasis is on planning, problem-solving, communication, decision making, and employee motivation skills through the practical application of these concepts. It includes practice in hiring, training, performance appraisal, meetings, time management, and compliance with government regulations for equal opportunity, safety, and health.

BUS 200  Legal Environment of Business  3 Credits
This course is a study of laws relevant to the non-lawyer business professional. It includes such basic legal topics as court systems, stages of a lawsuit, torts, real property and contracts, as well as such business-specific topics as intellectual property, consumer law, criminal law of businesses, antitrust law, environmental law, and regulations adopted by government agencies. This course is required for A.A.S. students in Entrepreneurial and Applied Business Studies and A.A.S. students in Accounting: General. This course is not recommended as a Business Elective for students enrolled in A.S. programs in Business Administration or International Business. NOTE: Bus 201, Business Law I, is the required law course for students enrolled in A.S. programs in Business Administration or International Business. Three class hours. Offered Fall and Spring Semesters.

BUS 201  Business Law I  3 Credits
A study of legal principles applied to business transactions. Topics covered include: contracts, criminal law and business, business torts, court systems, and commercial paper. This course is required for A.S. students in Business Administration and A.S. students in International Business. Three class hours.

BUS 202  Business Law II  3 Credits
A continuation of BUS 201 of the study of legal principles applied to business transactions. Topics covered include: corporations, limited liability companies, partnerships, agency, franchises, bankruptcy, real property, personal property, sales, and secured transactions. Three class hours.

BUS 204  Management: Theory and Practice  3 Credits
A study of the theories and practices that are used in the organization and management of profit and non-profit business and institutions. Topics will include planning, decision making, organizing, staffing, leading and controlling. Three class hours. Prerequisite: BUS 104 with a grade of C or higher.

BUS 207  Human Resources Management  3 Credits
An introduction to the principles, practices, and techniques used in the development and implementation of an effective Human Resources/Personnel Management program. The course includes a discussion of employment, training, compensation, labor relations, health and safety and federal laws governing human resource management. Three class hours.

BUS 208  Organizational Behavior  3 Credits
Organizational behavior provides a conceptual and experiential basis for motivating and coordinating people to manage change in organizations. This course is intended for those who want to develop the tools for understanding, analyzing and changing the work behaviors of individuals and groups in an increasingly diverse workforce. It will use a combination of exercises, self-assessment techniques, cases and role plays to develop insights that facilitate self-knowledge and teamwork in a dynamic global environment. Three class hours.

BUS 210  Entrepreneurial Studies II  3 Credits
Second of two courses designed for those interested in learning how to start and manage a small business. It builds on the preceding course concerning the establishment of the small business and deals with management of the on-going venture. This course takes
a functional approach to managing the small business through a discussion of more advanced topics including entrepreneurial characteristics, financial planning and control, business operations, risk management, regulations, business valuation and succession issues, and other current topics. Students will develop a business plan. Three class hours. This course will be offered during the Spring semester only during the evening. Prerequisite: BUS 110 with a grade of C or higher, or permission of the instructor.

BUS 225  MCC Business Collaborative 4 Credits
An upper level, experiential business course that will provide a select group of learners hands-on experience at Rochester area businesses. The course will include on-site presentations from business executives, work on actual company projects, and classroom discussions of real business issues and challenges. The class is presented in a hybrid format. Four credit hours. Prerequisite: 15 hours of Business electives, including BUS 104 and permission of instructor

BUS 250  International Management and Marketing 3 Credits
This seminar has been designed to provide students with an opportunity to develop knowledge and understanding of the processes, procedures and challenges that arise in conducting business across national borders. Representatives from business or government involved in international trade will be invited to present information and conduct a discussion in various areas of international business expertise. This course is intended for students who are in the last semester of the degree program. Spring semester only. Three class hours. Prerequisites: BUS 104, MAR 200, ECO 111, ECO 112, ACC 101, ENG 101, Three credits of foreign language, SOC 150 and GEG 211 or permission of instructor. SOC 150 and GEG 211 can be taken concurrently. Students in business programs other than International Business are not required to have the foreign language, SOC 150 and GEG 211 prerequisites for this course. Please contact the course instructor or department chair before registering for the course to discuss course expectations.

BUS 275  Business Cooperative Education 4 Credits
This cooperative education course is limited to students enrolled in Business AAS degree programs. Students who work or desire to work either full time or part time at jobs related to their college major (AAS Business Administration-management, marketing, entrepreneurship and AAS Accounting) are eligible for this course. Students take a career-related classroom seminar for two hours each week while working a minimum of 225 hours during the semester at a job in the area of business administration. Successful completion of the seminar and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. This will be one of the last business courses that a student will take. The classroom seminar and work experience will provide a practical application of the student’s academic experiences and tie the skills and competencies that the student has learned to a work experience. This course will assess the student’s understanding and command of academic learning in the degree program and gauge how well the student is prepared for the work force in their specific track (management, marketing, entrepreneurial studies). MAR 101 is NOT required for Accounting A.A.S. degree program students. Offered in the Fall and Spring Semesters. Prerequisite: 30 credits or more with a cumulative 2.0 GPA and the following courses: ACC 130 (OR ACC 101), CIS 121, ENG 101, ECO 101 (or ECO 111), BUS 104, MAR 200 (NOT required for Accounting AAS degree), and approval and approval of coop job placement by the Office of Experiential and Adult Learning.

BUS 290  Independent Study  Variable Credit
See the Department Chairperson.

Chemistry

CHE 100  Preparatory Chemistry 4 Credits
This course meets the pre-admission chemistry requirement for selected health related programs. It is also recommended to students with limited mathematics and/or science background who plan to take higher level chemistry courses such as [CHE 121] CHE 124 or 145. Topics include dimensional analysis, atomic structure, nomenclature, bonding, reactions, chemical calculations, periodicity, states of matter, solutions, acids, bases, and the pH concept. Three class hours, three laboratory hours. [SUNY-NS] Prerequisite: High school algebra or MTH 098.

CHE 110  The Chemistry of Indulgence 3 Credits
Designed for non-science majors, this course does not require a background in chemistry or math. This class provides an integrated laboratory/lecture experience as students explore various principles of chemistry using everyday contexts such as food. Two class hours, two laboratory hours. [SUNY-NS] Prerequisite: MTH 104 or MTH 098 with a grade of C or better, or Sequential Mathematics Course III* with a grade of C or better, or equivalent. Completion of or concurrent registration in MTH 165 is strongly recommended. *Regents level strongly recommended.

CHE 124  General, Organic, and Biochemistry 4 Credits
An introduction to the principles of general, organic, and biological chemistry that are relevant to students enrolled in health sciences career programs. In the classroom, students will apply these principles to discover their relevance to human/environmental health issues. In the laboratory, students will use the scientific method to explore and evaluate chemical phenomena that are based on these principles. Topics include measurement, atomic and molecular structure, chemical bonding, reactions, equilibrium, gases, liquids, solids, solutions, acid-based chemistry, nuclear chemistry, physical and chemical properties of organic compounds, biomolecules, carbohydrates, lipids, proteins, nucleic acids, and metabolism. This course is intended for the non-science major and can be used for Natural Science elective credit in many programs of study. Three class hours, three laboratory hours. (SUNY-NS) Prerequisite: CHE 100 or high school chemistry with a grade of C or better and MTH 098 or high school Algebra with a grade of C or better.

CHE 136  Introductory Forensic Science 4 Credits
This is an introductory natural science course designed for the non-science, primarily criminal justice, major. The course will cover those biological and chemical fundamentals necessary for the student to understand 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 typing will be included. The laboratory will include demonstrations and hands-on activities of methods used to study chemical and biological evidence. This course complements the existing CRJ 209 course which emphasizes the investigative procedures involved at the crime scene. Three lecture hours, three laboratory hours. (SUNY-NS)
Civil and Construction Technology

CIT 101 Surveying 4 Credits
An introduction to plane surveying techniques, including distance measurement, note keeping, leveling, angle measurement, care and use of instruments, traversing, stadia, topographic surveys, and mapping. Three class hours, three laboratory hours. Prerequisite: CIT 101 with a minimum grade of C-.

CIT 112 CAD for Construction 2 Credits
A continuation of CIT 111 with the addition of computer aided drafting (CAD). Applications will include roof truss, concrete and steel reinforcing, welding, site plans, contour lines, property lines, DOT highway plans, piping plans, and bridge plans. One class hour, three laboratory hours. Spring semester only.

CIT 122 Construction I: Elements of Building Construction 4 Credits
The study of the materials, methods and techniques used in building construction projects. The course will cover the construction process from idea concept to project closeout, including building and material codes, materials and methods, material quantity surveys, and construction procedures. Primary emphasis will be on structural steel, reinforced concrete, masonry, wood, and combined structural systems. Also included will be building exterior and interior finishing systems. The laboratory includes a study of the methods and techniques used in blueprint reading for building construction. It will cover the use of construction drawings, scales, orthographic views, symbols, sections, and graphical interpretation, specific to the building construction industry to include structural steel detailing, reinforced concrete detailing, masonry sections, wood sections, and schedules for interior finishes and accessories. Three class hours, two laboratory hours. Prerequisite: CIT 121 or permission of instructor.

CIT 123 Construction II: Heavy, Highway and Site Construction 4 Credits
The study of the materials, methods and techniques used in site work, highway, utility, and other heavy construction projects. The primary emphasis is construction equipment selection, production calculations, and material handling. Topics will include site layout, aggregates and soils classifications, earthmoving basics, cranes and lifting equipment, concrete and asphalt production and paving. The study of the methods and techniques used in blueprint reading for heavy, highway, and site construction. The laboratory will cover the use of construction drawings, scales, orthographic views, symbols, sections, and graphical interpretation, specific to the heavy and highway construction industry to include topographic maps, profiles, engineering scales, and cross sections. Three class hours, two laboratory hours. Prerequisite: CIT 122 or permission of instructor.

CIT 202 Route Surveying 4 Credits
Horizontal and vertical curves, spirals, sight distance, staking out a highway. Earthwork including cross-sections, areas, volumes, borrow pits. Spring semester only. Three class hours, three laboratory hours. Prerequisite: CIT 101.

CIT 204 Strength of Materials 3 Credits
Study of stress, strain, bolted, riveted and welded joints, centroids, shear, moments, designing of beams and columns. Demonstrations by instructor and some tests performed by students on various materials such as steel, timber, cast iron and aluminum. Fall semester only. Two class hours, two laboratory hours. Prerequisite: MET 203.

CIT 205 Structural Design 4 Credits
Design, investigation, and drafting of elementary reinforced concrete and structural steel members including rectangular beams, T-beams, columns, foundations, retaining walls, prestressed concrete, steel plate girders and columns, welded and bolted connections. Spring semester only. Three class hours, three laboratory hours. Prerequisite: CIT 204.

CIT 206 Soil and Concrete Testing 4 Credits
The study and laboratory testing of soils and concrete. Topics include the nature of soils, soil testing, plain concrete, asphalt concrete, and aggregates. The laboratory covers field and lab tests including soil and aggregate graduation, specific gravity, soil compaction, soil liquid limit and plastic limit, soils shear, concrete proportioning, slump, air content, compression testing and inspection. Three class hour, three laboratory hours.

CIT 210 Highway Technology 3 Credits
Fundamental principles and processes in the practice of highway engineering. Study of highway structure, materials of construction, and methods of construction and maintenance. Spring semester only. Three class hours.

CIT 217 Construction Management 4 Credits
An introduction to basic construction management and organization. Topics include project organization, staffing, labor relations, planning, critical path scheduling, integrated job cost control, production control, and job site safety. Three class hours, one conference hour. Prerequisites: CIT 221, 232, prerequisites/corequisites: CIT 221, 232

CIT 221 Cost Estimating 3 Credits
An introduction to cost estimating of a construction project. Topics include generating preliminary cost estimates from early phase design drawings and specifications, and estimating techniques used to prepare a final bid for a project, including quantity take offs, material pricing, and labor costs. Three class hours.

Cinema Studies

CINEMA STUDIES COURSES
(see Speech and Theatre)
CIT 232 Construction Contracts and Specifications 2 Credits
This course will cover the application of the construction contracts, drawings, and specifications to the construction process. It will cover the role construction documents play as a communication tool for understanding the roles and responsibility of the construction parties. It will follow both the CSI (Construction Specification Institute) and the NYS DOT (New York State Department of Transportation) formats. Two class hours. Prerequisites: CIT 122, CIT 123 or permission of instructor; corequisite: CIT 217.

CIT 290 Independent Study Variable Credit
See the Department Chairperson.

Course Descriptions

Communication

COM 101 Introduction to Mass Media 3 Credits
An introduction to communication theory and practice, the history of mass media, and an examination of the business of the American mass media. Additional topics will include media support industries, such as advertising and public relations. Three class hours. Fulfills the MCC requirement for a Humanities course.

COM 102 College Research Methods 1 Credit
A survey of the roles and responsibilities of the public relations professional in private and public organizations. Examination of the importance of the audience and audience research in public relations program planning, how public relations differs from advertising and the use of traditional publicity tools like press releases and press kits to reach targeted audiences. Exploration of the use of the Internet to reach key stakeholders and its use as a distribution channel for publicity. Recognition of the importance of ethics, integrity and relationship building as a cornerstone of public relations. Three class hours.

COM 103 Media Writing 3 Credits
An introduction to the critical consumption of media. This course will focus on the ability to access, analyze, evaluate and communicate the process of creating and interpreting media in a variety of forms. Three class hours. Fulfills the MCC requirement for a Humanities course. (SUNY-A)

COM 104 (see AAD 104)
COM 105 (see AAD 105)
COM 106 (see PHO 106)
COM 107 (see AAD 107)
COM 108 (see AAD 108)

COM 109 An Introduction to Public Relations 3 Credits
A survey of the roles and responsibilities of the public relations professional in private and public organizations. Examination of the importance of the audience and audience research in public relations program planning, how public relations differs from advertising and the use of traditional publicity tools like press releases and press kits to reach targeted audiences. Exploration of the use of the Internet to reach key stakeholders and its use as a distribution channel for publicity. Recognition of the importance of ethics, integrity and relationship building as a cornerstone of public relations. Three class hours.

COM 110 (see COM 131)
COM 112 (see AAD 112)
COM 113 (see PHO 113)

COM 114 (see AAD 114)
COM 115 Computer Generated Images 3 Credits
This course presents introductory hands-on experiences in exploring the potential of multimedia computer software, special graphic effects and computer imaging techniques as a creative medium. The focus of the course is on exploring how computers and traditional photographic and video technologies are coming together as tools for creating unique graphic images. Three class hours.

COM 120 Media Literacy 3 Credits
An introduction to the critical consumption of media. This course will focus on the ability to access, analyze, evaluate and communicate the process of creating and interpreting media in a variety of forms. Three class hours. Fulfills the MCC requirement for a Humanities course. (SUNY-A)

COM 130 Media Writing 3 Credits
Media writing explores the different styles of writing for print media, broadcast media, the Web, advertising copy, and public relations materials. Students will learn how to gather information, write for specific audiences, and check for accuracy. This course will also discuss the legal implications of writing for the media. Three class hours. Offered both Fall and Spring semesters. Fulfills the MCC requirement for a Humanities course.

COM 131 (formerly COM 110) Print Journalism 3 Credits
An overview of journalism principles and practices. Includes discussion and interpretation of what is news, news reporting today, and team reporting. Hands-on experience in a computer-based classroom in conducting interviews, finding sources, preparing news stories, news and feature leads, and obituaries. Emphasis on writing and editing balanced, accurate news stories on deadline. Introduction to beat reporting, feature writing, and writing for the web. Fulfills the requirements for a Humanities elective. Three class hours. Prerequisite: ENG 101 or ENG 200

COM 135 (see PHO 135)

COM 141 Introduction to Radio and Television 3 Credits
A study of the history of radio, television and video, and their relationship to other mass media. The course will consider production formats, station operation and management, governmental regulations, and programming options and trends, with a survey of the journalistic and performance skills necessary to quality production. Three class hours.

COM 142 Broadcast Performance 3 Credits
Practice in devising and participating in various kinds of radio and television performances, including news, sports, commercials, promotional announcements, and interviews. Two class hours, two laboratory hours.

COM 150 Video Production 3 Credits
A combination lecture/lab course designed to introduce students to producing video presentations in electronic field production (EFP). Emphasis is placed on the use of portable video equipment, lighting, audio and videographic skills. Students will be required to purchase appropriate digital media. Two class hours, two lab hours.
COM 151 Journalism II 3 Credits
An advanced course in journalistic writing and editing, including readings, discussions and workshops in the theories and practices of journalism. Three class hours.
Prerequisite: COM 110 or permission of instructor.

COM 160 (see AAD 160)

COM 164 (see PHO 164)

COM 165 (see AAD 165)

COM 167 Design for On-Line Publishing 3 Credits
Students will be introduced to designing for web-based publishing. Students will learn the basics of HTML (Hypertext Markup Language), as well as a text editor program designed around HTML and used in World Wide Web documents. Emphasis will be in creating hypertext pages that are functional, using embedded graphics that are effective and visually appealing. As a final project, students will construct their own web pages. Two class hours, two laboratory hours.
Prerequisites: All first semester electronic publishing courses, or permission of instructor.

COM 202 Techniques of Television I+ 3 Credits
Introduction to the basic aspects of technical and production techniques of television and related audio systems used in the medium. Emphasis will be placed on theory and use of television equipment, direction, lighting, television graphics, scripting, basic engineering, distribution systems, and studio personnel. In addition to the student-produced and directed assignments, members of the class will participate in production crews. Students will be required to purchase one VHS-120 videocassette. Two class hours, two laboratory hours.

COM 203 Animation and Special Effects 3 Credits
Study of media production techniques for film and video. Students will explore the creative aspects of video camcorders capable of capturing stop motion animations and the use of computers to edit and create special visual effects. The course includes location shooting, digital editing, and animation techniques. Three class hours.

COM 204 Radio Production+ 3 Credits
Introduction to techniques and equipment used in radio production. Students will learn control board operation, recording, editing, and preparation of messages appropriate to the medium of radio. Two class hours, three laboratory hours.

COM 205 (see AAD 205)

COM 211 Practicum in Media I 3 Credits
A course designed to allow students to complete significant experiences within their discipline of study, including communication, art, music, and interior design. Students will be expected to spend a minimum of six (6) hours per week in supervised contract learning situations. Students will work with the appropriate Visual and Performing Arts Department faculty member to identify, design, and complete contract learning opportunities.
Prerequisite: Permission of a VaPA Department faculty member.

COM 212 Techniques of Television II+ 3 Credits
Advanced techniques in the technical and production aspects of television programming. Emphasis will be placed on studio and control room operation, engineering production and direction of individual assignments. Experience and theory of video recording will be given. Principles of TV signal distribution will be discussed. Spring semester only. Two class hours, two laboratory hours.
Prerequisite: COM 202.

COM 213 (see PHO 213)

COM 220 Business Practices for Visual Media Artists and Producers 2 Credits
An introduction to the common business procedures required of independent artists and procedures of the visual media arts. Emphasis will be placed on the legal forms of business practice, internal business procedures, record keeping, copyrights, contracts and legal relationships, insurance, banking, taxes, marketing and the development of business plans as they relate to the artist-producer. Guest artists and producers and business professionals will share their experience and knowledge with the class. Two class hours.

COM 221 Practicum in Media II 6 Credits
A course designed to allow students to complete significant experiences within their discipline of study, including communication, art, music, and interior design. Students will be expected to spend a minimum of twelve (12) hours per week in supervised contract learning situations. Students will work with the appropriate Visual and Performing Arts Department faculty member to identify, design and complete contract learning opportunities.
Prerequisite: Permission of a VaPA Department faculty member.

COM 222 (see PHO 222)

COM 223 (see PHO 223)

COM 224 Digital Audio/Video I 3 Credits
An introduction to the use of the Macintosh computer as a tool in digital audio and video production. Through video and audio capture and editing, students will learn the role and importance of video and sound as elements in a multimedia event. Creation of Quicktime movies and original audio tracks to be used in multimedia will be emphasized. Three class hours.

COM 226 Introduction to Multimedia 3 Credits
Provides an overview of multimedia, a relatively new field in which more traditional media (text, video, sound, graphics, photography, animation) can be combined in a single media event using the computer. Aspects of authoring, design and production including technical hardware and software considerations will be covered. Discussions of the use of multimedia in training, education, marketing and entertainment will be included. Three class hours.
Prerequisites: All first semester electronic publishing courses, or permission of instructor.

COM 227 Business Practices for Visual Media 3 Credits
An introduction to the common business procedures artists and producers are required to understand. Includes legal relationships, insurance, banking, taxes, marketing and the development of business plans as they relate to the artist-producer. Guest artists and producers and business professionals will share their experience and knowledge with the class. Two class hours.

COM 230 Scriptwriting 3 Credits
Review and practice of the requirements for writing professionally formatted scripts used in short and feature films. Emphasis will be placed on writing short-form scripts and analyzing and discussing long-form dramatic scripts. Three class hours.
Prerequisite: ENG 101 or ENG 200.

COM 250 (see AAD 250)

COM 260 (see AAD 260)

COM 261 Introduction to Multimedia 3 Credits
Introduces students to the basics of the authoring process involved in the creation of a multimedia event. From audience definition and concept to scripting and flowcharting, students will learn how to build the multimedia structure from the bottom up. How to plan and design linkages between content areas, and the appropriate interaction of visual and audio materials will be explored. Two class hours, two laboratory hours.

COM 262 Multimedia Authoring 3 Credits
Introduces students to the basics of designing for interactive multimedia. User-interface design, transitions, interactive links between content areas and creating the overall look and feel of a project will be covered. Emphasis will be in the visual aspects of individual elements and how they work together as a means of creating an effective interactive multimedia project. Students work on their own projects which will be completed in the Multimedia Production lab. Two class hours, two laboratory hours.

COM 263 Design for Interactive Multimedia 3 Credits
Introduces students to the basics of designing for interactive multimedia. User-interface design, transitions, interactive links between content areas and creating the overall look and feel of a project will be covered. Emphasis will be in the visual aspects of individual elements and how they work together as a means of creating an effective interactive multimedia project. Students work on their own projects which will be completed in the Multimedia Production lab. Two class hours, two laboratory hours.

COM 264 (see PHO 264)
COM 265 3D Modeling 3 Credits
Introduces the student to the basic principles of building three-dimensional objects and environments on a Macintosh computer. The concept of three-dimensional space and geometrical transformations will be covered, as well as specific modeling techniques such as extrusion, working with cross sections, and wireframe. The student will learn the dominant rendering method, light and color will also be explored. Two class hours, two laboratory hours. Prerequisites: All first semester desktop publishing courses, or permission of instructor.

COM 266 Multimedia Production Studio 6 Credits
Expands on the stages of the multimedia authoring process that began in COM 262. Based on flowcharting, scripting, and storyboard drawing established in COM 262, teams will begin to create and test structures which will then be assembled into a prototype of their multimedia piece. Students will learn programming concepts, integration of audio and visual materials, interactive design, and how to evaluate the product while it is in a formative stage. Completion of an interactive multimedia piece will be required. Three class hours, five laboratory hours. Prerequisites: All first semester electronic publishing courses and COM 262, or permission of instructor.

COM 267 Digital Audio/Video II 3 Credits
Students will be concentrating on advanced tools and techniques used to make high quality video clips and sound tracks. This will involve working with non-linear editing software such as Avid Xpress Pro. Real-time video editing, waveform sound editing and other methods of audio/video production will be stressed. Two class hour, two laboratory hours. Prerequisite: COM 150 or permission of instructor.

COM 268 3D Animation 3 Credits
An introduction to the basic aspects of designing and producing three-dimensional animation on the Macintosh computer. Course proceeds from the assumption that students are already familiar with the basics of three-dimensional modeling on the Macintosh. Creation of storyboards for planning narrative sequences, camera moves, rendering techniques and thinking and working in time and space will all be explored. Students will be required to create a short animated piece in wireframe mode. Two class hours, two laboratory hours. Prerequisites: All first semester electronic publishing courses and COM 265, or permission of instructor.

COM 270 Media and Society 3 Credits
An examination and analysis of American mass media and the forces that influence them. Emphasis will be placed upon basic legal principles, the role of government in attempting to regulate the media, and the media's influence on our society. Three class hours. Fulfills the requirements for a Humanities course. Prerequisites: COM 101

COM 290 Independent Study Variable Credit
See the Department Chairperson.

CIS 100 Digital Computers and Information Processing 3 Credits
An introductory course in digital computers and information processing concepts. Specific topics will include computer terminology, networks, e-mail, the Internet, numbering systems, algorithm and program development, pseudocode and flowcharting. Students will meet in a networked PC classroom for lab. Students will work with operating systems such as DOS and Windows and will be assigned projects to be completed outside of class and laboratory time. Successful completion of this course with a grade of C or better is required for further progress in Computer Degree Programs. Two class hours, two laboratory hours. Prerequisite: MTH 104 with a grade of C or better, or Sequential Math III with a grade of C or better.

CIS 101 Programming for Information Systems 3 Credits
A first course in programming for the Computer Information Systems or Computer Technology students. Emphasis will be on analyzing a problem, designing a solution to the problem using pseudocode and/or flowcharts, and converting the solution into a computer program using an event-driven language such as Visual Basic. Programming topics include fundamentals of programming using objects and events, variables and data types, arithmetic expressions, input, output, built-in functions, general procedures with parameter passing, selection control structures, repetition control structures, arrays and array processing, and sequential file processing. Several major programming projects will be assigned to be completed outside of class and laboratory time. Two class hours, two laboratory hours. Prerequisite: CIS 100 or (CPT 111 and CPT 112 and CPT 115), all with a grade of C or better.

CIS 108 Introduction to Basic Programming 3 Credits
This course covers intermediate topics of VB.NET Object-Oriented Application Development programming. Topics include: an introduction to VB.NET, VB.NET objects and their properties, variables, constants, performing calculations, coding VB.NET selection control structures, coding visual basic repetition control structures, menus, sub procedures with parameter passing, multiple forms, arrays, control arrays, array lists, multi-dimensional arrays, database file processing, validation, error trapping, exception handling, basic SOL, and basic graphics. Students will create several projects that demonstrate their understanding of these topics. Two class hours and two lab hours, Prerequisite: CIS 101 or CSC 101 with a grade of C or better.

CIS 109 Systems Analysis and Design 3 Credits
A study of the skills required to perform the role of systems analyst. Emphasis will be placed on developing these systems analyst skills as they apply to the designing, developing and implementing business application software that runs on large mainframe to client-server systems. Topics include: project management tools, sampling and investigating hard data, questionnaires, observations, prototyping, developing UML diagrams to graphically depict a system, developing process specifications, designing effective input and
output, developing an E-Commerce based business, database design with normalization, and designing effective user interfaces. Students are expected to work on a team project during the entire semester to develop and present a system proposal to the class. Two class hours and three lab hours.

Prerequisite: CSC 101 or CIS 101 with a grade of C or better.

CIS 211 Applied Database Concepts 3 Credits
A sound introduction to database concepts with Microsoft Access. Emphasis will be on using Access to build and maintain relational databases. The student will create databases, queries, custom forms and reports, use macros and modules using the Visual Basic for Applications for programming languages and SQL. Two class hours, two laboratory hours.

Prerequisites: CSC 101 or CIS 101 with a grade of C or higher.

CIS 212 Introduction to Data Warehousing 3 Credits
This course focuses on the technical aspects of building a data warehouse. The topics covered will include the DSS life cycle, data warehouse architectures, system planning, warehouse requirements gathering, schema development, warehouse design, and user data access. Two class hours, two laboratory hours. Offered Fall, Spring and Summer Semesters.

Prerequisite: CIS 211, or equivalent experience with modern database management programs.

CIS 213 Database Programming 3 Credits
This is a second course in database technology focusing on database programming. Topics will include the relational data model, Structured Query Language (SQL), Data Definition Language (DDL), Data Control Language (DCL), Data Manipulation Language (DML) commands, database programming, event triggers, stored procedures, query plans and query optimization techniques. Two class hours, two laboratory hours. Offered Fall, Spring and Summer Semesters.

Prerequisite: CIS 211, or equivalent experience with modern database management programs.

CIS 221 Applied Database Concepts with an Oracle Database 2 Credits
A sound introduction to database concepts using the database Oracle. Emphasis will be on using Oracle to build and maintain relational databases. The student will create databases, queries, custom forms and reports, and use PL/SQL. Two class hours and two lab hours.

Prerequisite: CSC 101 or CIS 101 with a grade of C or higher.

CIS 223 Computer Programming - C++ 3 Credits
This course presents the principles of computer programming using the C++ language. Topics covered include the use of variable types, expressions, control structures, pre-processor commands, functions, arrays, strings, pointers, structures, classes, objects, and files. Several major programming projects will be assigned to be completed outside of class and laboratory time. Two class hours, two laboratory hours.

Prerequisite: CSC 101 or CIS 208 with a grade of C or better.

CIS 225 Advanced JAVA Programming 3 Credits
A second course in Java programming focusing on advanced language features. Topics will include Object Oriented Analysis and Design (OOAD), methodologies, automatic documentation generation using JAVADOC, Graphical User Interface (GUI) development, threads, database programming using Java Database Connectivity (JDBC), network programming using sockets and Remote Method Invocation (RMI), N-tier programming using Common Request Broker Architecture (CORBA), object serialization and remote objects, and collections. Two class hours, two laboratory hours.

Prerequisite(s): CSC 101 or CIS 223 with a grade of C or better.

CIS 290 Independent Study Variable Credit
See the Department Chairperson.

Computer Related Curricula

C 279 Cooperative Education-Computer Related Curricula 4 Credits
Students who work or desire to work either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career related classroom seminar (2 hours per week on campus) while working at a job (225 hours per semester) in the area of Computer Related Curricula. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. Working an additional 225 hours (no seminar requirement) allows a student to earn two more credits for a total of six credit hours, the maximum possible on a Co-op program. (The Department Chair and the Co-op Director must approve a student’s working toward the additional two credits.) The Co-op Office located in 3-108 will assist in obtaining jobs. Present job may qualify.

Prerequisite: 24 credit hours with a 2.0 average.

CRC 101 Practical Computer Literacy 3 Credits
This course is designed for persons with no experience using a computer. Focus will be on personal computers (PC) using the Microsoft Windows operating system, but other operating systems will be discussed. Upon successful completion of this course, students should be able to execute basic commands for creating, saving, deleting and locating files on a PC, prepare and print documents in Microsoft Word, design and set up a spreadsheet with basic functions and graphs using Microsoft Excel, identify major components of a computer system, operate a computer in a network environment, work with e-mail, use an Internet browser, communicate effectively with computer personnel, and understand and use appropriate terminology, especially as it relates to purchasing and operating a PC. This is a hands-on course. Several major projects will be assigned to be completed outside of class time. Students are not required to own a computer. Three class hours. Open to any student. Keyboarding skills are recommended.

CRC 110 Introduction to Web Site Design 1 Credit
Hands-on practice designing and writing HTML documents. Students will learn to create WEB pages for fun, education, and business. Students will also discover how to add tables, images, sound, video and forms to their WEB pages. Project required. BASIC KNOWLEDGE OF MICROSOFT WINDOWS INCLUDING FILE MANAGEMENT IS REQUIRED. One class hour.

CRC 111 Surfing the Internet 1 Credit
A hands-on introductory course on accessing the Internet using a browser program. Students will learn the history of the Internet and it’s impact on society. Students will be taught the basic tools of the World Wide Web for searching, uploading, and downloading. E-mail, newsgroups, and chat rooms will also be covered. Projects required. Basic knowledge of the PC, keyboard, mouse, and Windows are required. Five class hours per week for 3 weeks.

CRC 112 Introduction to Microsoft Windows 1 Credit
An introduction to the Windows operating system. Students will learn the basics of mouse functions, managing your computer’s desktop, opening programs, switching between windows, and file management. One class hour.

CRC 113 Introduction to Microsoft Excel 1 Credit
This course is designed to cover the main features of Excel and demonstrate the advantages of using a powerful electronic spreadsheet. This hands-on course will give the student an overview of creating and formatting worksheets, manipulating data, and designing charts. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.

CRC 115 Introduction to Microsoft Word 1 Credit
A word processing course designed to introduce Word. Students will learn how to create, modify, and print documents. This hands-on course includes specially prepared exercises that give practical experience in using Word’s tools. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.
An introduction to database theory and practice using the features of Access. Students will learn to create and modify the database, design and create queries, and use forms and reports in a 'hands-on' lab environment. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.

CRC 117 Introduction to Microsoft PowerPoint 1 Credit
This course covers PowerPoint’s major features. Students will be able to create and customize multimedia presentations. Specially prepared exercises will provide ‘hands-on’ learning. Project required. Basic knowledge of the PC, keyboard, and mouse are required. One class hour.

CRC 118 Basic Personal Computer Operations and Maintenance 1 Credit
This course is designed for persons who own or plan to purchase a personal computer, but have limited experience in the basic operations and maintenance of a computer. Topics covered will include key components of a computer system, computer purchase considerations, software installation and upgrades, installation of peripheral devices, and basic maintenance. Students will get hands-on experience. One class hour.

CRC 119 Introduction to Dreamweaver MX 1 Credit
Introduction to Web site design using Dreamweaver MX software. Topics include the Dreamweaver interface, lists, links, tables, images and frames. Basic knowledge of Microsoft Windows including file management required. This course will be taught in an electronic classroom. One class hour.

CRC 120 Introduction to Health Information Processing 3 Credits
A study of information technology concepts as they relate to health information. Topics include an overview of information processing concepts and computer hardware and software. Learning and lab activities involve use of the Internet and Microsoft Word, Access, Excel, and PowerPoint, as used in health care related settings. Spring semester only. Two class hours, two laboratory hours.

CRC 121 Introduction to Macromedia Flash MX 1 Credit
An introduction to creating multimedia using Macromedia Flash MX software. In a hands-on computer environment using a guided approach, the student will learn to combine graphics, animation, and sound to create engaging web-based multimedia. Prerequisite: Basic knowledge of Microsoft Windows including file management required.

CRC 122 Computer Animation Using Alice 3 Credits
This course focuses on the fundamentals of computer programming using the programming environment called Alice. This is an introductory course in object-oriented programming using animation. Alice enables you to create animation projects in a small virtual world using 3-dimensional models. Using the Alice programming language you can be a director of a movie, or creator of a video game where 3D objects in an on-screen virtual world move around according to the directions you provide. Basic knowledge of the personal computer, including file management, is required. It is assumed that all students have experience using personal computers, an electronic mail system, and the Internet. Three class hours. Offered Fall, Spring and Summer Semesters. Prerequisite: MTH 098 must be completed or up to Math Level 8.

CRC 170 Spreadsheet Applications Excel 3 Credits
An intensive course covering Microsoft Excel. Objectives include preparing, formatting, and enhancing worksheets, applying formulas and functions, charting, using analysis, linking, workgroup features, and increase productivity through use of macros and templates. This course is designed to teach skill sets needed for the Microsoft Office Certification Exam. Knowledge of the personal computer, keyboard and mouse is strongly recommended. Three class hours.

CRC 171 Microsoft Access-Records Management 3 Credits
An intensive course that covers Microsoft Access. Objectives include planning and designing databases; building and modifying tables, forms, and reports; advanced manipulation of data; defining relationships; modification of report properties; subforms, switchboards, PivotTables, and importing/exporting data. This course is designed to cover skill sets needed for the Microsoft Office Certification Exam. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Three class hours.

CRC 172 Microsoft PowerPoint--Presentations 2 Credits
This course will offer a thorough coverage of the Microsoft PowerPoint presentation package. Areas covered include all skill sets needed for Microsoft Office Certification Exam. Instruction will cover animation, use of color and objects, and importing and exporting data and images. Activities include creating a slide show as well as delivering the presentation. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Two class hours.

CRC 174 Microsoft Publisher--Desktop Publishing 2 Credits
This course will focus on the production, assembly, and design of administrative publications through the use of Microsoft Publisher using the personal computer. Topics will include designing page layout, creating graphics, using templates, manipulating text and graphics, using style sheets, scanning images, and adding special effects. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Two class hours.

CRC 201 Introduction to UNIX 1 Credit
This course provides the student with hands-on experience with UNIX command-line functions, the VI editor, file management tools, and command shells. The student will learn user-level commands and gain basic knowledge about the UNIX operating system. A project will be assigned to be completed outside of class time. One class hour. Prerequisite: CSC 101 or CIS 101 with a grade of C or higher.

CRC 202 UNIX Shell Scripts 1 Credit
This course is a continuation of CRC 201. The student will learn to create simple scripts for sed, awk, and the shell using basic user-level and advanced commands. Implementation of case, if-else, and iteration techniques will be taught. Additional topics presented will include grep, regular expressions, meta-characters, user and system variables, and the UNIX file system. A project will be assigned to be completed outside of class time. One class hour. Prerequisite: CRC 201 with a grade of C or better.

CSC 101 Introduction to Computer Science 4 Credits
A first course in programming for the Computer Science student. Emphasis will be on program specification, analysis, problem solving and implementation using an object-oriented language such as JAVA. Topics include definitions of classes and objects, algorithm development and methods, primitive and reference data types, arrays, strings, and operators. Successful completion of this course with a C or better is required for further progress in Computer degree programs. Several major programming projects will be assigned to be completed outside of class and lab. Three class hours, two laboratory hours. Completion of this course with a C or better is required before taking any other CSC courses. Prerequisite: MTH 172 or MTH 175, or CIS 100 and MTH 165, or MTH 165 and CPT 111 and CPT 112 and CPT 115, all with a grade of C or better.

CSC 103 Introduction to Data Structures 4 Credits
An introduction to basic data structures, and a continuation of CSC 101 for Computer Science majors. Topics include sequential lists, linked lists, stacks, queues, recursion, binary trees, searching and sorting. Other topics include algorithm analysis and design, inheritance, polymorphism. An object oriented language such as Java will be used to implement algorithm and further develop general programming skills. Students will
be required to complete several programming projects outside of class. Three class hours, two laboratory hours. Prerequisite: CSC 101 with a grade of C or better.

CSC 202 Assembly Language Programming of Embedded Microcontrollers 4 Credits

The student will learn how to program, interface and troubleshoot a modern embedded processor such as the Motorola 68HC12. Microcontroller architecture will be stressed. Other topics include logic building blocks such as counters, registers, decoders and memory devices. Laboratory work will focus on program development implementation and debugging techniques. Several programming projects will be assigned to be completed outside of class and lab. Three class hours, two laboratory hours. Prerequisite(s)/Corequisite(s): CIS 101 or CSC 101 with a grade of C or better.

CSC 206 Digital Computer Organization 3 Credits

This course provides an introduction to the design of the digital computer. Topics include number systems, digital gates, Boolean Algebra, design and implementation of combinational and sequential circuits, decoders, encoders, multiplexors, flip-flops, counters, registers and memory devices. Laboratory experiments include building combinational and sequential circuits. Two class hours, two laboratory hours. Prerequisite: CSC 101 or CSC 101 with a grade of C or better.

CSC 214 Electronic Vision and Image Processing 3 Credits

This course introduces the student to the basic elements of digital image acquisition and processing by examining how CCD’s (charge coupled devices) function and how they are used in a camera to capture an image. Practical hands-on laboratory projects reinforce concepts while the student learns how a truly scientific grade, low noise CCD camera is built from ground-up using discrete components. The students problem solving skills are put to the test as they work in small specialized groups to attack challenging problems. Practical programming skills are developed as the student learns how to apply a high level programming language such as Java, C, Python and/or LabVIEW to facilitate in design, experimentation, data acquisition, image processing and analysis. Topics covered include: types of image sensors, performance characteristics, noise, digitization, scaling, color and gray scale rendition. This course is typically offered in the Spring, biannually. Two class hours, two laboratory hours. Prerequisite(s): MTH 165 or higher and an introductory programming course such as CIS 101 or CSC 101 or CIS 223.

CSC 215 Introduction to Linux 3 Credits

A course designed to introduce the student to the Linux operating system. Topics will include system installation and configuration, basic system administration, system updates, network services configuration, printer configuration, system services, and scripting. Two class hours, two laboratory hours. Prerequisite(s): CIS 101 or CSC 101, both with a grade of C or better.

Computer Security

SCR 111 Computer-Related Crime and Security 3 Credits

A study of computer crime including use of the computer to commit fraud, embezzlement, theft; pirating of software; theft of new developments in computer hardware and software. Areas of computer vulnerability, as well as physical security, protective, preventive, and investigative procedures will be explored. Statutes to prosecute offenders will be analyzed. Three class hours.

SCR 112 Physical Security of Computer Systems 3 Credits

Study of physical computer security requirements including: location of computer in facility; securing facility and computer from improper, unauthorized, or illegal access; hazardous conditions; industrial and foreign espionage or sabotage; bombs and bomb threats; arson; securing electrical and telecommunications systems; camera and other surveillance techniques; backup records and their security; natural disaster controls. Three class hours.

SCR 151 Introduction to Security 3 Credits

A study of the functions of industrial security forces in protecting industry, retail businesses, and educational institutions, emphasizing relationships between private security agencies and public law enforcement organizations. Consideration of organizational structure, authority, and responsibilities of security forces. Fall semester only. Three class hours. (Open to any student when seats are available after all Criminal Justice students have registered.)

SCR 211 Computer Security I 3 Credits

This course will discuss the dimensions of the computer security problem, the types of computer-related, computer-assisted, or computer-abuse crimes, a profile of the electronic criminal; infiltration by organized crime; the selection of personnel; establishment of a code of ethics, policies, procedures, a master plan, and methods of insuring adherence; potential sources of attack and security measures to prevent or protect against. Three class hours.

SCR 212 Computer Security II 3 Credits

This course provides the student with the knowledge and skills to prevent data theft, protect intellectual property, thwart identity theft, ensure compliance with security related laws, counter cyber-terrorism, and prevent loss of productivity from security breaches. Two class hours, two laboratory hours. Prerequisite: SCR 211

SCR 215 Computer Forensics and Investigations 4 Credits

Computers can be used to commit crimes, and crimes can be recorded on computers, including violations of company policies, records of embezzlement, email harassment, murder, leaks of proprietary information, and even terrorism. Law enforcement, network administrators, attorneys, and private investigators now rely on the skills of professional computer forensics experts to investigate criminal and civil cases. This course is intended to provide a foundation in computer forensics, and provides hands-on practice in applying forensics techniques. Three class hours, two laboratory hours. Prerequisite: SCR 212

Computer Technology

CPT 111 Problem Solving I - Analysis 1 Credit

This is the first course in a series of three one-credit hour courses designed to develop and/or enhance practical problem solving skills that are particularly useful to students in the computational and networking disciplines (laboratory component is network based). This course will focus on the analysis phase of problem solving, which includes stating and understanding the problem, the establishment and interpretation of problem-related specifications, and designing and testing algorithmic-based solutions to the problem. One class hour. Prerequisite: MTH 104 or equivalent

CPT 112 Problem Solving II - Design 1 Credit

The second in a series of three one-credit hour courses designed to develop and/or enhance practical problem solving skills that are particularly useful to students in the computational and networking disciplines (laboratory component is network based). This course will focus on the solution design phase of problem solving, which involves a deeper understanding of digital storage data types and information addressing mechanisms. Mechanisms for testing one’s design will be emphasized throughout the course. One class hour. Prerequisite: CPT 111
CPT 113  Problem Solving III - Implementation 1 Credit
The third in a series of three one-credit hour courses designed to develop and/or enhance practical problem solving skills and foster critical thinking that is particularly useful to students in the computational and networking disciplines (network based exercises will be utilized throughout the course). This course will focus on developing skills required in the final stages of solution implementation (specifically the programming phase) of the problem solving. A data-flow approach utilizing a language such as LabVIEW will be extensively utilized. Discussion topics will include Networks of Boolean, Bitwise, Logical operators, State Diagrams, Synchronous and Asynchronous Timing situations, Numerical Transformations to encode and decode data streams, and comprehensive testing. One class hour, one laboratory hour.
Prerequisite: CPT 112

CPT 114  Problem Solving and Robotics 3 Credits
This course is designed to develop and/or enhance practical problem solving skills and apply these skills to Robotics. Challenging exercises and robotics projects are designed to foster critical thinking that is particularly useful to students interested in the engineering, computational and networking disciplines. The course focuses on the analysis, design and implementation phases in developing a complete solution to a given problem. Major concepts discussed include algorithm development, number systems conversions, logic flow diagram development, and solution testing. Appropriate use of data types, conditional selection, repetitive, and iterative solutions are emphasized throughout the course. A data flow programming approach using LabView is utilized extensively throughout the course to implement and test concepts. Projects make use of the exciting and challenging Lego Mindstorms Robotics system to create real-life applications that build on the skills developed throughout the course.
Prerequisite: MTH 104 or higher level Algebra course

CPT 115  Introduction to Networks 3 Credits
This course corresponds to the first semester of the Cisco Networking Academy Exploration track. It introduces students to the architecture, structure, functions, components, and models of the Internet and other computer networks. It uses the OSI and TCP layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for further studies in computer networking. Hands-on labs for this course use a "model Internet" to allow students to analyze real data without affecting production networks. At the end of the course, students build simple LAN topologies by applying basic principles of cabling, performing basic configurations of network devices such as routers and switches, and implementing IP addressing schemes. Two class hours, two laboratory hours.

CPT 210  Operating Systems and Peripherals 3 Credits
Fundamental multitasking/multi-user operating system concepts, as applicable to modern day computer systems, are studied. Major topics include priority boosting, priority and round robin scheduling, virtual memory management, paging, mapping, swapping, and process management. Applications that interface to the outside world via the PC's external I/O ports are examined in the laboratory. Emphasis is placed on developing simple "device drivers" using a combination of low and high level language tools. Two class hours, two laboratory hours.
Prerequisites: A grade of C or better in CIS 101 or CSC 101

CPT 215  Routing Fundamentals 3 Credits
This course corresponds to the second semester of the Cisco Networking Academy Exploration track. It describes the architecture, components, and operation of routers, and explains the principles of routing and routing protocols. Students analyze, configure, verify, and troubleshoot the primary routing protocols RIPv1, RIPv2, EIGRP, and OSPF. By the end of this course, students will be able to recognize and correct common routing issues and problems. Two class hours, two laboratory hours.
Prerequisites: CPT 115 with a grade of C or better

CPT 216  Advanced Networking Concepts 3 Credits
This course focuses on securing local and wide area networks from the network administrator and an outside point of view. With successful completion of this course, students will have a thorough understanding of how outsiders attack networks and how to prevent these attacks from being successful. Students will also have a thorough understanding of current technologies that run over LANs and WANs and demand robust security. These technologies will be covered in depth throughout this course. Two class hours, two laboratory hours.
Prerequisite: CPT 215 with a grade of C or better

CPT 217  LAN Switching 3 Credits
This course corresponds to the third semester of the Cisco Networking Academy Exploration track and provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer.

The course explains how to configure a switch for basic functionality and how to implement Virtual LANs (VLAN), VLAN Trunking Protocol (VTP), and Inter-VLAN routing in a converged network. The different implementations of Spanning Tree Protocol (STP) in a converged network are presented, and students develop the knowledge and skills necessary to implement a wireless local-area network (WLAN) in a small-to-medium network.
Prerequisite: CPT 217

CPT 218  WAN Systems 3 Credits
This course corresponds to the fourth semester of the Cisco Networking Academy Exploration track. It explores the WAN technologies and network services required by converged applications in enterprise networks. The course uses the Cisco Network Architecture to introduce integrated network services and explains how to select the appropriate devices and technologies to meet network requirements. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services. Finally, students learn how to detect, troubleshoot, and correct common enterprise network implementation issues.
Prerequisite: CPT 217

Cooperative Education
Most Cooperative Education courses are housed in their respective disciplines. Those C E course descriptions which do not appear below can be located under the discipline noted:

C E 210  Cooperative Education-Liberal Arts 4 Credits
Students who work or desire to work either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career related classroom seminar (2 hours per week on campus) while working at a job (125 hours per semester) in the area of Liberal Arts. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. Working an additional 225 hours (no seminar requirement) and meeting certain other prerequisites allows a student to earn two more credit hours for a total of six credit hours, the maximum possible on a Co-op program. (The Department Chair and the Co-op Director must approve a student’s working toward the additional two credits.) The Co-op Office, located in 3-10B will assist in obtaining jobs. Present job may qualify. Appropriate work experience must be approved by the Co-op Coordinator. Must have completed 24 credit hours with a 2.0 GPA. Exceptions with permission from the Co-op Office.

C E 255  Cooperative Education-Disney World 3 Credits
This course teaches students how to market skills such as communication, customer service, problem solving, conflict resolution, decision making, self-management, and creative thinking. Key elements of the course include the development of a 30-second commercial, cover letter, resume, and networking strategy. The students will also learn interviewing and negotiation techniques. Two class hours, forty experiential hours. Offered Fall and Spring Semesters.
Court Reporting

CRT 112  Computer-Aided Transcription  2 Credits
This course introduces students to and the effective use of the basic commands of the specialized software program that enables keystrokes on a court reporting machine to be simultaneously translated into English. Students learn to read, translate, transcribe and print dictation and speed tests taken on the computerized stenotype machine and to build and maintain a personal dictionary. Students also learn to recognize, diagnose and correct simple problems with computer hardware and specialized software. Two class hours.
Prerequisites: CRT 101 and HIM 104; corequisites: CRT 102 and OFT 141.

CRT 113  Computer-Aided Transcription II  2 Credits
Continuation of CRT 112. Students learn to accurately and effectively apply advanced commands of computer-aided transcription (CAT). Students read, translate, transcribe and print dictation and speed tests taken on the computerized stenotype machine and to build and maintain a personal dictionary to include specialized legal, medical and technical terminology. Basic captioning techniques are introduced. Students also continue to recognize, diagnose and correct simple problems with computer hardware and specialized software. Two class hours.
Prerequisites: CRT 102, CRT 112, HIM 104, OFT 141; corequisite: CRT 103.

CRT 201  Court Reporting IV  4 Credits
Students will achieve competency utilizing machine shorthand to write the spoken word at 100 and 120 words per minute. Students will continue to refine theory and employ techniques necessary to increase speed, endurance, and accuracy. Competency will be measured through bi-weekly, five-minute performance tests in each of the following types of dictated material: Literary, Jury Charge, and Two-Voice Testimony with a minimum of 95% accuracy. Students will be expected to devote at least 15 hours per week practicing on steno machine, in addition to class time for skill development. Four class hours.
Prerequisite: CRT 103.

CRT 202  Court Reporting V  4 Credits
Students continue to develop the phonetic writing of machine shorthand. Dictation consists of literary, question and answer testimony, courtroom dictation and medical and legal material. Emphasis focuses on speed and vocabulary development from materials dictated at varying speeds, length, and difficulty. Read back from stenographic notes is required. To successfully complete the course, students will pass tests at speeds ranging between 140 and 160 words per minute with 95% accuracy. Students will be expected to devote at least 15 hours per week outside class. A lab component is required. Four class hours.
Prerequisite: CRT 201.

CRT 203  Court Reporting VI  4 Credits
Students continue to develop the phonetic writing of computer compatible machine shorthand and real-time software computer aided transcription skills. Dictation consists of literary, question and answer testimony, jury charge, four-voice testimony, medical, and legal material. Emphasis focuses on high speed development at dictation rates ranging from 180-200 wpm of varying length and difficulty. Students take simulated courtroom procedures as tests and are required to turn in one acceptable transcript per week. Students performance competency measurements include grades in editing, grammar, punctuation and related English language skills, weekly transcriptions and the transcription of a five minute dictation test with at least 95 percent accuracy at speeds of 180-200 wpm to successfully complete the course. After passing requirements for 180 wpm, students must complete 50 hours of internship and produce 75 pages of transcript from that work experience. Four-class hours.
Prerequisite: CRT 202.
CRJ 121 Criminal Justice Education
Internship I 3 Credits
An activity designed to enhance both the theoretical and educational concepts learned in the practical work experience gained by working 90 hours during a semester in an approved criminal justice agency. This course is also designed to assist you in your career exploration. You are required to find the right agency in which to do your internship. To get the most out of this course you should be working in an agency and in a position that best represents your career goal. Papers and assignments will be completed on the work experiences and their educational value.
Prerequisites: Successful completion of CRJ 101 and CRJ 102, or permission of instructor.

CRJ 170 Introduction to Corrections 3 Credits
This course focuses on the major programs within the corrections component of the criminal justice system. It includes analysis of probation, institutional treatment, parole, and community correctional programs. Development of corrections philosophy, theory, and practice will be presented with emphasis on constitutional rights of offenders. Three class hours.

CRJ 171 Legal Aspects of Corrections 3 Credits
A review of the Constitution, Bill of Rights, civil rights of institutional inmates and those under supervision; legal authority and responsibilities of institutional, probation and parole officers; procedural law with an explanation of the court systems of the U.S. at all levels, emphasizing adversary proceedings in the criminal and civil courts as they apply to corrections. Three class hours.
Prerequisite: Successful completion of CRJ 101 and CRJ 103.

CRJ 172 Institutional Procedures and Treatment of Inmates 3 Credits
The function of the correctional officer is examined: attitude, obligations and authority. Institutional procedures in reception, classification, program assignment and release procedures are reviewed. Trends in jail programs, work release programs, half-way houses, narcotic addiction control centers and contract program planning are described and evaluated. Three class hours.
Prerequisite: Successful completion of CRJ 101 and CRJ 103.

CRJ 204 Juvenile Justice 3 Credits
Juvenile delinquency and the role of the criminal justice practitioner in handling juvenile matters is examined. The philosophy and history of juvenile proceedings, including trends in prevention, placements, current court decisions and “rights of children” are emphasized. The Family Court Law of New York and handling of juvenile matters are explored. Three class hours.
Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 207 Criminal Evidence 3 Credits
A study of rules of evidence in criminal matters. Particular emphasis is placed on rules of evidence in the fourth, fifth, and sixth amendments of the Bill of Rights which safeguard such fundamental individual liberties as personal security, protection from self-incrimination, and right to counsel, with emphasis on New York law. Three class hours.
Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 208 Police Management and Supervision 3 Credits
A study of police organizations, their hierarchical structure, techniques of administration and management utilized in standard police organizations with emphasis on problems of supervision, responsibility, and control of police units. Three class hours.
Prerequisites: Successful completion of CRJ 101 and CRJ 102.

CRJ 209 Crime Scene Management 3 Credits
Examines the application of the physical and biological sciences to criminal investigation. Modern technology will be detailed as it applies to crime scene management, fingerprint science and photography. Emphasis is placed on the inter-relationship between science and law enforcement. The student will have the opportunity, in a classroom equipped with laboratory materials, to demonstrate their learning with hands-on activities directly related to the contemporary crime scene. Three class hours.
Prerequisite: Successful completion of CRJ 101 and CRJ 103, or permission of instructor.

CRJ 211 Community Values and the Administration of Justice 3 Credits
The inter-relationship of community values and ethical conduct in the administration of justice is explored. Through interaction and study, the student will become aware of how community and professional expectations can affect role performance. Open communication and accountability within and without the justice process will be stressed. It is strongly suggested that students register for this course during their final semester before graduation.) Three class hours.
Prerequisites: CRJ 121 or 222 taken concurrently or previously completed and successful completion of 21 CRJ credit hours or permission of instructor.

CRJ 214 Study of White Collar and Organized Crime 3 Credits
A study of white collar and organized crime which examines historical perspectives and touches on economic, solical, political, and criminal impact on the United States including corruption of political officials, steps federal and state governments are taking to meet the problems. Three class hours.
Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 217 Community Based Corrections 3 Credits
A seminar which explores alternatives to incarceration in centralized penal institutions. Problems of work-release and school-release programs are discussed. Management of halfway houses, probation, and parole are reviewed. The success and failure of community-based corrections programs in the United States and in Europe are also explored. Three class hours.
Prerequisites: Successful completion of CRJ 101 and CRJ 103.

CRJ 222 Criminal Justice Education Internship II 4 Credits
An activity designed to enhance the Criminal Justice student’s theoretical and educational concepts with practical work experience gained by working 180 hours during a semester with a cooperative Criminal Justice Agency. Seminars will be held and papers written on the work experiences and their educational value. One hundred eighty field work hours. (It is strongly suggested that students register for this course during their final semester before graduation.)

CRJ 250 International Studies in Criminal Justice 3 Credits
A general survey of criminal justice systems and crime problems in selected countries will be studied by an internationally comparative approach in a foreign setting. Police, government, and correctional processes will be studied and analyzed. Emphasis will be placed on a total review of current concepts, policies, and practices. Three class hours in pre-and post-visit seminars respectively, plus daily for two weeks in a foreign country. Student responsible for tuition and own cost of transportation, lodging, and meals.

CRJ 290 Independent Study Variable Credit
See the Department Chairperson.
Dental Assisting

DAS 110  Preclinical Dental Assisting  4 Credits
This course will present background information about the history of the dental professions, relationships and responsibilities of the dental team members, ethical and legal considerations for dental health practitioners, and the concepts of dental treatment procedures. This course also includes the study of the equipment, instrumentation procedures and techniques that are required for the practice of dental assisting functions. Preclinical practice will prepare the student for clinical practice in the following semester. The on-campus course consists of two lecture hours and four laboratory hours per week. Offered both Fall and Spring Semesters.

DAS 117  Biomedical Foundations for Dental Assisting Practice  3 Credits
This course will offer a didactic component that will include higher level science-based theory and case study investigation to expand the student’s educational foundation, clinical application, critical thinking skills and ability to research and interpret new technologies and procedures to enhance patient treatment and promote oral health care. Offered Fall, Spring and Summer Semesters. Three class hours.

DAS 120  Basic Clinical Dental Assisting Practice  5 Credits
This course will emphasize the clinical application of dental assisting skills. Students will be assigned to various dental settings where they will have an opportunity to observe dental procedures, actively practice dental assisting functions/skills, and work with dental professionals in both general dentistry and specialty areas. A conference component will provide an avenue for discussion and expansion of the students’ clinical experiences, additional dental theory, treatment modalities, and ethical concerns about dental assisting practice. Students must receive a C or better to continue in the Dental Assisting program. Spring semester only. Two conference hours, twenty clinical hours. Prerequisite: Successful completion of all first semester Dental Assisting courses.

DAS 227  Dental Specialties Procedures  2 Credits
This course will introduce various dental specialty practice procedures, techniques, instrumentation, armamentarium and patient management procedures, as well as the dental assistant’s role in these treatment procedures. The course will consist of one lecture hour per week and one two-hour laboratory each week. Two laboratory hours, one lecture hour.

Dental Hygiene

DEN 110  Dental Health Education  1 Credit
Emphasis is placed on the philosophies of education, communication skills and motivational techniques as they apply to individuals and group health education. Also included are planning, organizing and evaluating chair-side dental health education, methods of presentation, and use resource material. Fall semester only. One class hour. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 111  Dental Hygiene I  2 Credits
An introduction to physics and biology of radiation; radiation hygiene; equipment and materials; film exposure and processing, technique and chemistry. Fall semester only. One class hour, two laboratory hours. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 112  Oral Anatomy and Physiology I  2 Credits
This course includes anatomical identification of and discussion of function of the structures of the oral cavity and the surrounding landmarks of the face and head. Clinical application will be discussed concerning occlusion, anesthesia, mastication, radiographic interpretation, and identification of variations in anatomy. Fall semester only. Two class hours, one conference hour. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 113  Barrier Precautions and Infection Control Measures  1 Credit
Focuses on the scientifically accepted principles and practices of infection control. This course will provide the student with the core elements on infection control and barrier precautions. Fall semester only. One class hour. Prerequisite: Minimum grade of C is required in this course to continue in the program for DEN students and a C- for DAS students.

DEN 122  Oral Anatomy and Physiology II  2 Credits
This course will study the embryologic development of the face, oral cavity and the teeth and histologic structure of the teeth and oral tissues, and review developmental conditions and anomalies related to dental and oral structures. Function and variations in function will be reviewed as well as the clinical significance and application of knowledge to patient evaluation and treatment. Spring semester only. Two class hours, one conference hour. Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 123  Oral Pathology I  1 Credit
A brief introduction to principles of general pathology and inflammation. Students will learn to identify and describe normal and abnormal oral soft tissue lesions. Emphasis will be on pathology of oral mucosa, dental tissues and related structures. Developmental anomalies of teeth and anatomical variation of oral soft tissues will be studied; also systemic diseases and their oral manifestations. Spring semester only. One class hour. Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 124  Dental Hygiene II  1 Credit
This course continues to build knowledge for dental hygiene care, treatment planning, and case management. Spring semester only. One class hour.
DEN 125  Clinical Dental Hygiene II  4 Credits
The beginning level of clinical patient care utilizing primary level skills in patient histories, exams, patient education, treatment, planning, and record keeping. Students will have to provide some of their own patients for practice. Spring semester only. Twelve hours clinical practice.
Prerequisite: BIO 134 or BIO 142, and successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 129  Periodontics I  1 Credit
This course begins with a brief review of normal periodontal anatomy and physiology. Classification of periodontal diseases will be discussed with emphasis on plaque induced periodontal diseases. Examination, clinical characteristics, risk factors, and management of patients with these types of periodontal diseases is included. Spring semester only. One class hour.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 211  Dental Materials  2 Credits
This course includes a study of the physical and chemical properties, manipulation of and uses for the most commonly used dental materials. A lecture component will present background information about the dental materials and a laboratory component will present the practical application for each material (demonstration and lab practice). Fall semester only. One class hour, two laboratory hours.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 228  Dental Office Management and Business Practice  1 Credit
This course will help prepare the dental studies student for the job market, and will emphasize dental office practice management and job seeking skills. Spring semester only. One class hour.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 229  Periodontics III  1 Credit
Various periodontal surgical procedures will be reviewed in this course. Students will learn pre and post care of periodontal patients, post surgical complications, and latest advances in periodontal diagnosis/treatment. Diagnosis and management concepts of various periodontal diseases will be discussed through case-studies format. Students will write a “Perio Paper” (Writing Intensive Course). One class hour. Spring semester only.
Prerequisite: Successful completion of all previous semesters DEN courses with a grade of C or better.

DEN 230  Independent Study  Variable Credit
See the Department Chairperson.
Economics

ECO 101  Introduction to Economics  3 Credits
A one-semester, non-technical course designed to answer questions about the economy. How and why does our market economic system work? Why is there inflation and/or unemployment and what are their remedies? How does the government influence your future economic well-being? Where are we on the business cycle? What are the causes and consequences of our growing national debt? What is the Federal Reserve and how does its monetary policy affect you and the interest rate? How is the emerging global interdependence of countries changing our economy and your life? This course will help you understand the economic environment in which you live, work, and vote. This course is not recommended as a Social Science Elective for students enrolled in A.S. programs in Business Administration or International Business. Three class hours. (SUNY-SS)

ECO 103  Personal Management  3 Credits
A very practical course which teaches you how to create a financial plan to realize goals, such as home ownership and early retirement. By taking this course, you will learn how to avoid credit trouble, save money on automobile purchases, and buy a desirable home. You will also learn how to protect yourself from financial disaster through the purchase of the lowest cost and safest insurance policies. Finally, you will learn how to make your money grow by investing in stocks, bonds, and mutual funds. Using the techniques you learn in this class will allow you to plan, save, and spend wisely so you and your family will enjoy a better way of life. Three class hours.

ECO 110  Personal Investing  3 Credits
This course is about making money. You will learn the "ins" and "outs" of investing in stocks, bonds, and mutual funds. You will simulate investing using current market data to choose the best stock and bond mutual funds. Learn to use tax advantaged methods of investing, such as 401K plans and IRA's to help your money grow. Additional investment choices will be examined, such as real estate, options, and collectibles. Upon completion of the course, you will have an understanding of Wall Street, the Dow Jones, and various financial markets. Three class hours.

ECO 111  Principles of Microeconomics  3 Credits
This course will help you gain insight and understanding into events that are constantly going on around you. You will learn how to think like an economist by analyzing everything critically, comparing costs and benefits, even in issues normally considered outside the scope of economics. You will use economic reasoning to decide whether you will read your book of economics, whether you will attend class, whom you will marry, and what kind of work you will likely go into after you graduate. The skill you will need to start thinking like an economist will be acquired from topics covered, such as opportunity cost, scarcity and choices, demand, supply, production and costs, the market system, elasticity, market structures, etc. Three class hours. (SUNY-SS)
Prerequisite: Intermediate Algebra or MTH 104.

ECO 112  Principles of Macroeconomics  3 Credits
Course focuses on the on-going concerns of the United States economy, unemployment, inflation, and gross domestic product. International economics is woven throughout the course helping to explain the impact of the globalization of our economy and your economic future. To illustrate and aid the student's understanding of these concepts and topics, the course makes extensive use of current events. Students will gain a full view of the current United States economic environment and macroeconomic theory. This course explores macroeconomic models and approaches, such as national income accounting, circular flow, aggregate demand and aggregate supply, and fiscal and monetary policy. Three class hours. (SUNY-SS)
Prerequisite: ECO 111 with a grade of C or higher.

ECO 290  Independent Study  Variable Credit
See the Department Chairperson.

Education and Early Care

ECE 110  Seminar for Early Childhood Care Givers  1 Credit
This course focuses on professional development for the early childhood care giver. It provides a comprehensive study of the current opportunities for professional development, examination of state and national standards and requirements, identification of roles and settings within the early care and education field, and will lead to the design of an individualized plan for each care giver to follow for career advancement. One class hour.

ECE 150  Exploring Early Care and Education  3 Credits
This course will lay the foundation for understanding the field of early care and education in the day care setting. Participants will consider their reasons for entering the field, the complex role of the child care teacher, and general processes of child development. An emphasis will be placed on observation techniques, organization of the classroom and the establishment of a safe and healthy learning environment. Three class hours.

ECE 151  Developing Skills of Young Children  3 Credits
Examination of the development of children's physical, social, emotional and intellectual skills. The influence different family patterns exert on children's behavior and development will also be explored. The establishment of productive relationships with families will be emphasized throughout the course, as well as the creation of healthy parent/teacher partnerships. Application of human development principles to curriculum planning and practice will also be discussed. Three class hours.

ECE 152  Issues in Early Care and Education  2 Credits
This course will encourage participants to broaden their understanding of key issues in early care and education within a day care setting. Students will explore various topics including anti-bias curriculum, learning styles, developmentally appropriate interaction, skills facilitation and empowering families. Guidelines set forth by the Council for Early Childhood Professional Recognition will provide the major topics for seminar discussion. Two class hours.
Prerequisite: ECE 150.

ECE 200  Developing Early Literacy  3 Credits
This course examines emotional, socio-cultural and cognitive influences on early literacy development, and explores twelve essential concepts related to early reading success through a collaborative learning approach. Three class hours. Spring Semester only.

ECE 250  Infant and Toddler Development  3 Credits
This course is designed for individuals who are currently working in early care and education programs, students who are interested in a career involving children and families, and students who are or will be parents. The course content is part of the 30-hour requirement for the NYS Infant/Toddler Child Care Credential (IT/CCC). Students will acquire specific knowledge in the growth of infants and toddlers in the areas of health, social, emotional, physical, cognitive and creative development. Three class hours.

ECE 251  Family and Culture  3 Credits
This course is designed for individuals who are currently working in early care and education settings and/or students who are interested in a career involving children and families. The course content is part of the 30-hour requirement for the NYS Infant/Toddler Child Care Credential (IT/CCC). Students will acquire specific knowledge in family relationships, attachment and separation as it relates to families and caregivers, and early intervention. Three class hours.
Prerequisite: ECE 250.

ECE 252  Designing Environments and Curriculum for Infants and Toddlers  3 Credits
This course is designed for individuals who are currently working in early care and education settings and/or students who are interested in a career involving children and families. The course content is part of the 30-hour requirement for the NYS Infant/Toddler Child Care Credential (IT/CCC). Students will acquire specific knowledge in family relationships, attachment and separation as it relates to families and caregivers, and early intervention. Three class hours.
Prerequisite: ECE 250.
and healthy learning environment which supports infant/toddler development and nourishes the child’s aesthetic sensibilities. Three class hours.

Prerequisite: ECE 250

EDU 253 Professionalism in Early Care and Education 3 Credits
This course is the fourth in a series designed for individuals who are currently working in early care and education programs, or students who are interested in a career involving children and families. The course content is part of the 30-hour requirement for the New York State Infant/Toddler Early Care and Education Credential, and can also fulfill the New York State 30-hour professional development requirement for licensed providers. Three class hours.

Prerequisite: ECE 250

EDU 100 Introduction to the Teaching Profession 1 Credit
A seminar introducing students to the field of teaching. Topics include current learning standards, lesson plan components, the realities of teaching as a career, State Education requirements, professional expectations, and an introduction to teaching strategies. This course provides students with the opportunity to explore the field of teaching, reflect on their interest in education, and develop connections with other future educators. One class hour.

EDU 150 Performance and Presentation Skills for Educators 3 Credits
Teachers must communicate effectively in order to achieve their goal of student learning and success. This course uses the performing arts as a point of reference and enables participants to develop materials and present them effectively in a variety of teaching situations. Learning styles, oral presentation, body language, the use of props, proxemics and room arrangement, and audio visuals will be the skills developed through this course. These skills will be compared to those used in a variety of performing arts venues so that appropriate stage techniques can be integrated into student teaching/presentation assignments. Fulfills the requirements for a Humanities course. Three class hours. (SUNY-V)

EDU 200 Foundations of Education 3 Credits
This course will explore the American education system through a social justice perspective. It will focus on the foundations of the American education system, with emphasis on the historical, philosophical, and socio-cultural roots of education. In addition, students will explore the influences of political, economic, legal and ethical bases of American education. Within this framework, contemporary educational values and issues will be critically examined. Three class hours.

Prerequisite OR Corequisite: EDU 100;

EDU 208 Guided Observation in Education 3 Credits
Guided Observation in Education is designed to provide the student with an opportunity to (1) explore the profession of teaching at an early point in the student’s academic career, (2) observe in a classroom from the perspective of a teacher, (3) meet with the classroom teacher to discuss issues covered in the seminar and issues that arise in the classroom, (4) participate in classroom activities addressing unmet educational needs such as: lesson planning, working with small groups, one-on-one support, and (5) reflect on course objectives as experienced through fieldwork placement. One and one-half class hours, four fieldwork hours. Upon successful completion of this course, students will earn 20 hours of service-learning credit.

Prerequisite: EDU 200 with a grade of C or higher and PSY 201 or PSY 202 with a grade of C or higher

Electrical Engineering Technology/Electronics

ELT 101 Electric Circuit Analysis I 4 Credits
First course in a two-semester algebra-based electric circuit analysis sequence for majors in Electrical Technology, and others interested in a course of this level. Topics include voltage, current, resistance, Ohm’s law, kirchhoff’s laws, power, source conversion, capacitance, superposition, mesh and nodal analysis, Thevenin’s and Norton’s theorems. Computer analysis of DC circuits introduced. Concurrent lab applies classroom theory, teaches use of multimeters and power supplies, and introduces the oscilloscope, breadboarding, schematic reading and troubleshooting. Two class hours, four laboratory hours, one conference hour. A scientific calculator is required. Contact the department for details.

Prerequisite: Three years high school math or MTH 135 or MTH 088/104/164.

ELT 102 Electric Circuit Analysis II 5 Credits
Continuation of ELT 101 into AC circuit analysis using complex numbers and phasors. Topics include: magnetism, inductance, reactance, impedance, power, resonance, filters, Fourier series, transformers and dependent sources. Includes network analysis using Thevenin, Norton, mesh, and nodal techniques. Computer analysis of AC circuits is introduced. Concurrent lab applies theory and develops competence in measuring voltage, current, time, frequency, phase, and frequency response, using the dual-trace oscilloscope, multimeters, and swept frequency function generator. Construction project is a power supply which is used to introduce rectifiers, filters, regulation and ripple. Spring semester only. Three class hours, four laboratory hours, one conference hour. A specific programmable scientific calculator is required. Contact Department for details.

Prerequisites: ELT 101 or ELT 121 required; MTH 140 or MTH 135 or MTH 164 or some trigonometry background recommended.

ELT 111 Introduction to Digital Electronics 3 Credits
Covers a wide range of introductory skills and techniques required by an electronic technician. Topics include AND, OR, NAND, NOR, NOT logic functions and integrated circuits, boolean algebra, number systems, flip-flops and simple applications. Fall semester only. Two class hours, three laboratory hours.

Prerequisite: Level 6 Math placement or MTH 098 with a grade of C or higher or equivalent

ELT 112 Linear Circuits 5 Credits
Covers a wide range of introductory skills and techniques required by an electronic technician. Topics include semiconductor physics, general purpose and zener diodes, linear power supplies, transistors, transistor amplifiers, and basic operational amplifiers. Spring semester only. Three class hours, four laboratory hours.

Prerequisites: ELT 102 taken concurrently or previously completed. TEK 101 recommended.

ELT 121 AC/DC Circuit Analysis 4 Credits
A one-semester algebra-based electric circuit analysis course for majors in Telecommunications, Computer and Instrumentation Technology, as well as others requiring an introduction to both DC and AC analysis. Topics include: voltage, current, resistance, Ohm’s law, Kirchhoff’s laws, power, capacitance, inductance, superposition, Thevenin, Norton, Theorems, computer analysis. Lab teaches use of multimeters, power supplies, dual-trace oscilloscope, and function generators. Fall semester only. Three class hours, four laboratory hours.

Prerequisite: High school algebra with some trigonometry or MTH 135.

NOTE: Students with no trigonometry should consider taking MTH 164 concurrently.

ELT 130 System Electricity 3 Credits
This course introduces students to basic principles of electricity with an emphasis on their use in technical applications. While learning basic theorems of electricity and completing problem solving exercises, students are required to build and test a simple robotic car that uses electric circuits in its operating functions. Two class hours, two laboratory hours.

Prerequisites: MTH 104 or MTH 135 or permission of department.

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ELT 170  Printed Circuit Layout and Fabrication  2 Credits
Students will be introduced to the techniques of fabrication of a printed circuit board. This includes the design of a printed circuit artwork pattern, the process of layout of an artwork positive on acetate, the making of a negative film of the positive artwork using a photographic process, and the fabrication of the printed circuit board from a copper clad board using photo-resist developing, and an etching process. Each student actually will go through these steps and build a small electronic circuit. One class hour, two laboratory hours. Prerequisite: A general knowledge of electricity and electronics.

ELT 201  Linear Circuits  4 Credits
A study of linear amplifier and power supply circuits. Course topics include small-signal and power amplifiers using bipolar and field effect transistors. Frequency response of amplifiers, op amps, and applications of op amps. Negative feedback principles. Students build, test and troubleshoot amplifier circuits in the laboratory. Computer analysis of multi-stage amplifier circuits. Fall semester only. Three class hours, four laboratory hours. Prerequisites: ELT 102 and ELT 112 with a grade of C- or better.

ELT 202  Pulse and Digital Circuits  4 Credits
Pulse waveforms, linear circuit responses and switching circuit analysis. Pulse-shaping and pulse-generating circuits, flip-flops, one-shots, registers and counters. IC logic family characteristics (TTL, NMOS, ECL, CMOS). Analysis of the circuits used when interfacing different types of IC logic families. Low voltage technology. Digital number systems, codes and arithmetic. Arithmetic manipulation of signed and unsigned binary numbers. Introduction to the 8-bit microcomputer architecture. Computer analysis of digital circuits. This course contains an integrated learning experience designed to give a student a hands-on, real world problem solving activity. Fall semester only. Three class hours, four laboratory hours. Prerequisites: ELT 102 and ELT 112 with a grade of C- or better.

ELT 204  Industrial Electronics and Control  4 Credits
A survey of electrical and electronic applications in industrial settings. Topics include a brief physics and mathematics review, operational amplifiers, sensors and transducers, first and second order systems, electromagnetic radiation principles, DC and AC motors and generators, stepper motors, electronic switching devices (field-effect transistors, unijunction transistors, silicon controlled rectifiers and TRIACS), and applications in motor speed control, sequential process control, and programmable controllers. Computer data acquisition and control. Three class hours, three laboratory hours. Prerequisites: ELT 201 and 202 with a grade of C- or better, or permission of department.

ELT 205  Communication Systems  5 Credits
An introduction to radio communication theory. Topics include Barkhausen criteria for oscillation, tuned amplifiers, rf amplifiers, transmission line effects, matching techniques using the Smith chart, spectral analysis using the Fourier series, signal/ noise and noise figure calculations, non-linear mixing of rf signals, transmitter and receiver designs using amplitude, frequency and single-sideband techniques, superheterodyne principles, spectral analysis of FM systems using the Bessel function, modulators, detectors, stereo techniques, video principles, digital/data communication techniques, modems, networks, and fiber-optic systems. In the laboratory, students build, test, and measure the performance of communication circuits/systems using an assortment of popular devices such as the 3N211, 3080, 565, 1496 lumped-oscilloscope, spectrum analyzer, rf voltmeter, DMM, and service monitor. The computer is used to emulate, analyze, and collect data for communication circuits and systems. Through the use of Mathcad basic communication theorems are proven on the computer. Spring semester only. Three class hours, five laboratory hours. Prerequisite: ELT 201 with a grade of C- or better, or permission of department chairperson.

NOTE: In addition to prerequisite, ELT 202 is recommended.

ELT 206  Digital Systems and Microprocessors  5 Credits
A study of digital systems and the building blocks that make up digital systems. The emphasis will be on microprocessor-based systems hardware, programming and interfacing. The major topics include arithmetic circuits, multiplexers, demultiplexers, decoders, encoders, tri-state bus devices, DACs and ADCs, memory devices (SRAM, DRAM, Flash, PLD’s, ROM), microprocessor architecture, microcomputer architecture, I/O modes and interfacing, digital communication standards. The student will learn to program an 8-bit microprocessor (MC68HC11) in assembly language, and will develop the hardware and software for microprocessor-controlled applications. The student will be introduced to a 16-bit microprocessor (MC68000). Major differences between 8-bit and 16-bit microprocessors will be discussed. The lab portion of the course will concentrate on building, testing, and troubleshooting of digital systems including MC68HC11 and MC68000 based microcomputer systems, using oscilloscope, logic analyzer, signature analyzer and computer. Spring semester only. Three class hours, five laboratory hours. Prerequisite: ELT 202 with a grade of C- or better, or permission of department.

ELT 223  System Electronics  4 Credits
This course introduces students to the use of analog and digital electronics in the control of electrical and nonelectrical processes. Students are introduced to the use of sensors, actuators, and control circuitry along with the use of micro-controllers in controlling various processes. Fall semester only. Three class hours, two laboratory hours. Prerequisite: ELT 130 or PHY 231 or ELT 121.

ELT 290  Independent Study  Variable Credit
See the Department Chairperson.

Emergency Management

EMG 101  Introduction to Emergency Management  2 Credits
This course is intended to provide information that will enable persons just entering the profession or expanding their roles to have the ability to work with emergency management issues. The course provides an overview of the characteristics, functions, and resources of an integrated system and how various emergency management services work together in an integration of resources and capabilities. Emphasis will be placed on how this system is applied to all hazards for all government levels, across the four phases and all functions of emergency management. Two class hours. Prerequisite: Open to Emergency Management students only, or with Permission of Instructor.

EMG 103  Developing Volunteer Resources  1 Credit
This course allows students to learn the necessary skills to be able to make appropriate volunteer assignments, structure programs to maintain or increase the skill levels of volunteers, and motivate volunteers to both maintain readiness and operate effectively during emergency situations. One class hour. Offered Fall and Spring Semesters. Corequisite: EMG 101 or permission of instructor.

EMG 104  Resource and Donation Management  2 Credits
This course is designed to provide resource management coordinators with the knowledge and skills they need to perform resource management functions within the overall framework of the emergency operations center (EOC). This performance-based course is intended to introduce local officials (i.e., representatives of local governments and leaders of local voluntary organizations) to the concept of donations management and their roles and responsibilities in the donations management process. Two class hours. Offered Fall and Spring Semesters. Corequisite: EMG 101 or permission of instructor.
EMG 105  Public Information Officer-Basic Course  3 Credits
This course provides students with the skills needed to perform public information duties as they relate to emergency management. The course focuses on the definition of the job of the public information officer. The course assists participants with building the skills necessary for this position, such as oral and written communication, understanding and working with the media, and the basic tools and techniques public information officers need to do the job. Three class hours. Prerequisite: Open to Emergency Management students only or with Permission of Instructor.

EMG 106  Emergency Response Planning  3 Credits
Planning is an essential function of an effective emergency management program and serves as a tool for emergency professionals in improving disaster management and public safety policies. This course provides emergency management and public safety personnel with the knowledge, skills and ability to develop or enhance their comprehensive emergency management plans. The course will highlight the importance of building an integrated system for emergency planning that uses multi-agency teams to address mitigation, preparedness, response and recovery. Three class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor; corequisite: EMG 101.

EMG 109  Emergency Response to Terrorism  1 Credit
This course provides the knowledge and skills needed by public safety forces that respond to terrorist acts. The course provides those public safety and related support personnel the information to understand terrorism; its root causes and motivators. The course also provides methods to enable students to recognize circumstances indicating a potential terrorist attack, and to protect themselves from a variety of potential dangers. Offered in the Fall and Spring Semesters. One class hour. Prerequisite: EMG 101 or permission of the instructor.

EMG 201  Disaster Response and Recovery Operations  2 Credits
This course introduces students to the basic concepts and operations applicable in a disaster environment (particularly for major disasters) and will enhance understanding of what the proper roles and responsibilities of various local and state emergency management officials are, why they matter, and how these roles and responsibilities relate to those carried out by the federal government. To foster multilevel partnership, the course emphasizes the problem solving aspects of disaster operations as well as associated coordination requirements. Two class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor.

EMG 202  Mitigation for Emergency Managers  1.5 Credits
This course addresses the important roles of the emergency program manager or other local government representative in mitigation. It provides the emergency manager direction on how to implement into a locality recognized and accepted national mitigation strategies. This course provides students information that is helpful in the coordination of public safety agencies, local businesses and professional organizations. Also provided in the course is information on funding mitigation efforts through public and private sources. 1.5 class hours. Offered Fall and Spring Semesters.

EMG 204  Multi-Hazard Emergency Response Planning for Schools  1 Credit
This course will provide participants with the skills and information needed to develop effective plans for the wide array of potential emergencies that schools may face. Participants completing the course will be able to explain the importance of effective planning to others and lead individuals in their schools and community through the process of developing an effective multi-hazard program. One class hour. Offered Fall and Spring Semesters. Prerequisite: EMG 101

EMG 205  Emergency Operations Center (EOC) Management  1.5 Credits
This course provides students with the knowledge and skills they need to design, initiate, build and operate an emergency operations center. The curriculum is designed using a performance-based approach, which emphasizes learning activities that are easily transferable to the job. 1.5 class hours. Offered in the Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor.

EMG 206  Emergency Exercise Program Management  3 Credits
This course is intended to provide participants with the knowledge and skills to develop and conduct disaster exercises that will test a community’s emergency operations plan and operational response capability. Three class hours. Offered Fall and Spring Semesters. Prerequisite: EMG 101

EMG 208  Terrorism Response Planning  2 Credits
This course will help emergency planners, first responders, and others at all levels to review their preparedness efforts and response capabilities to a terrorist incident. It will also assist participants in the ongoing re-evaluation of their threats, their current emergency operations plan, and the implications of a terrorist incident on continuity of critical services and long term recovery. Two class hours. Offered both Fall and Spring Semesters. Prerequisite: EMG 101 or permission of instructor.

EMS 101  EMS First Responder  2 Credits
This course is for non-ambulance professional rescuers who are first to arrive at an emergency medical scene to provide prehospital care. Topics covered are patient assessment, CPR review, airway, shock, wound management, full body immobilization, and initial treatment for other medical emergencies. Students successfully completing this course are eligible for New York State Department of Health Certified First Responder certification. Twenty-four instruction hours, nineteen laboratory hours.

EMS 109  EMS First Responder Recertification  1 Credit
This course is for students who wish to update their knowledge and skills learned in EMS 101. In addition to assessment and treatment updates, the students will prepare for recertification as a New York State Certified First Responder by visiting topics of patient assessment, airway management, circulatory emergencies, trauma, and selected medical emergencies. Thirteen instruction hours, two laboratory hours. Prerequisite and/or corequisite: EMS 101 or equivalent.

EMS 110  Emergency Medical Technician  6 Credits
This course is designed for pre-hospital workers who respond to medical and trauma emergencies, and transport the sick and injured to medical treatment centers. Material is divided into eight areas including: Preparatory, Airway, CPR, Patient Assessment, Medical, Trauma, Pediatrics, and Emergency Operations. Topics covered include those identified by the New York State Department of Health as minimum knowledge and skill objectives to operate in the pre-hospital environment providing emergency medical care and transporting patients. Successful completion of this course leads to eligibility to take New York State EMT-B Certification Exams. A minimum of 10 hours additional clinical time is required outside the regular class hours. Forty instruction hours, one hundred laboratory hours.

EMS 118  EMT-Basic Core Review  2 Credits
This course is designed for New York State Certified EMTs to meet their recertification needs in reviewing the core material of the EMT Basic Curriculum. Material is presented in areas of Airway, Patient Assessment, Medical Emergencies, Behavioral Problems, Trauma, Obstetrics, Pediatrics, and Contemporary Issues in EMS. This course meets New York State requirements for 24
hours of core reviews described in the NYS Department of Health EMS Recertification through Continuing Education. This course will also cover the “Mandatory Optional Topics” of Weapons of Mass Destruction and Geriatrics. 

**Prerequisite:** EMS 110 or equivalent.

**EMS 119 Emergency Medical Technician Recertification**  
2 Credits

This course is for individuals who are certified as emergency medical technicians and need recertification and updating for the purpose of maintaining their competency in providing emergency medical care. The course presents students with both a review and update of the topics covered in the Emergency Medical Technician course (EMS 110). Recent changes in the prehospital emergency medical care field are emphasized. Twenty-five instruction hours, twenty-one laboratory hours. 

**Prerequisite:** EMS 110 or equivalent.

**EMS 141 Operational Management for Emergency Medical Services**  
3 Credits

This course will allow EMS providers to more fully understand the many components of the emergency medical services system. Students will also learn essential leadership styles for both routine and emergency situations that are common in emergency medical services.

**EMS 142 Administrative Management for Emergency Medical Services**  
3 Credits

This course will prepare EMS providers to act as an officer in an agency by discussing legal requirements, budgeting, planning, research and analysis. The focus of this course is New York State Department of Health requirements and regional accepted practices.

**EMS 171 Critical Trauma Care**  
1 Credit

This course contains practical and lecture material showing state-of-the-art assessment and treatment techniques for multiple system trauma victims. The course exposes the EMT to patient priority assessment and management concepts that are needed for successful outcomes for victims of life threatening trauma. Topics include rapid extrication, kinetics of trauma, expanded primary survey, the Golden Hour, and trauma centers. Thirteen and one-half instruction hours, four and one-half laboratory hours. Must be an EMT.

**EMS 172 Ambulance - Emergency Vehicle Operator Course**  
1 Credit

This course is designed to provide operators of ambulances with the knowledge and minimum skills to drive a certified ambulance in accordance with New York State Vehicle and Traffic Law, while reducing the risks to the crew and public resulting in the ambulance being operated safely and efficiently. General topics include ambulance operator selection, legal aspects of operation, communication roles, vehicle characteristics, inspection and maintenance, navigation and routing, basic maneuvers, emergency operation, defensive actions, reviewing the run, and special considerations of emergency vehicle operation. In addition to the classroom hours, participants spend 8 hours in the cab of an ambulance practicing and demonstrating skills on a closed vehicle course. Clean New York State Motor Vehicle Operators License and either a letter of recommendation from sponsoring EMS agency or specific EMS department approval. Eighteen instructional hours, eight laboratory hours. 

**Prerequisite:** EMS 110 or equivalent.

**EMS 210 Emergency Medical Technician-Intermediate**  
5.5 Credits

This course is designed to provide EMT’s with the medical knowledge and skills necessary to handle advance pre-hospital procedures. The course focus is on airway management including endotracheal intubation, shock management including intravenous therapy trauma assessment and defibrillation. Students successfully completing this course are eligible to take the New York State Certification exam for Emergency Medical Technician-Intermediate. Thirty-six hours of lecture/instruction, twenty-seven hours of laboratory, forty-eight hours of hospital clinical, forty-eight hours of field clinical. 

**Prerequisite:** EMS 110 or equivalent.

**EMS 236 Advanced Cardiac Life Support**  
1 Credit

This course prepares students for certification by the American Heart Association in Advanced Cardiac Life Support. It provides a systematic approach to the management of life threatening cardiac and respiratory emergencies. Nine and one-half instruction hours, nine and one-half laboratory hours. Must be a physician, physician’s assistant, registered nurse, advanced level prehospital care provider, or student of these disciplines.

**Prerequisite:** Must be a physician, physician’s assistant, registered nurse, advanced level pre-hospital care provider, or student of these disciplines.

**EMS 239 Paramedic Clinical and Field Experience I**  
5 Credits

This course provides the paramedic student with an opportunity to apply previously learned knowledge and skills in a supervised clinical setting. Rotations in this course include the emergency department, specialty hospital units, and prehospital experience. Students must demonstrate competence in certain skills during the course. Two hundred and twenty five experiential hours. Must be currently enrolled in the paramedic certification program. 

**Prerequisite:** EMS 270 previously completed or taken concurrently

**EMS 240 Paramedic Clinical and Field Experience II**  
7 Credits

This course provides the paramedic student with an opportunity to apply previously learned knowledge and skills in a supervised clinical setting. Rotations in this course include the emergency department, medical and surgical intensive care, pediatrics and pediatric intensive care, labor and delivery, psychiatric, and prehospital experience. Student must demonstrate competence in certain skills during the course Three hundred and fifteen experiential hours. Must be currently enrolled in the paramedic certification program. 

**Prerequisite:** EMS 239

**EMS 246 Pediatric Advanced Care**  
1 Credit

This course presents concepts in advanced airway management and resuscitation of pediatric patients in the emergency setting. Specific topics include special pharmacology for pediatric patients, interosseous infusion, and cardiac resuscitation of pediatric patients. Completion also leads to eligibility for PALS certificate from the American Heart Association. Eight class hours, twelve laboratory hours. 

**Prerequisite:** EMS 270 or equivalent.

**EMS 249 Paramedic Review and Recertification**  
4 Credits

Emphasis is on knowledge review and update needed by paramedics for recertification. New techniques and knowledge will be presented where appropriate. Fifty-seven instruction hours, nineteen laboratory hours. Must be certified as a paramedic.

**EMS 250 12-Lead EKG Interpretation in the Emergency Setting**  
1 Credit

Designed for the advanced pre-hospital EMS provider and other health professionals involved in treating cardiac patients in the emergency setting. On completion, students will be able to read and classify 12-lead EKGs. Topics include cardiac anatomy review, electrical physiology, axis determination, bundle branch and hemiblocks, 12-lead abnormalities, correlation between EKG changes and location of cardiac damage, and unique cardiac phenomenon. 

**Prerequisites:** EMS 236 and PST 252.

**EMS 270 Introduction to Paramedicine**  
12 Credits

This course is designed to prepare a person to care for the sick and injured at an advanced level of care. Persons must be currently certified as a Basic EMT to be accepted in this course. This course covers topics that include basic anatomy and physiology, pharmacology, respiratory emergencies, venous access and medication administration, airway management, medical documentation, cardiac emergencies, pediatric emergencies, caring for the elderly, and medical emergencies. This course prepares persons to be competent entry-level practitioners and upon successful completion are eligible to take the New York state certifying exam for EMT-Intermediate. 145 class hours, 76 laboratory hours. 

**Prerequisite:** EMS 110.
EMS 271 Medical Care in Paramedicine 8 Credits
This course builds on the medical concepts learned in Introduction to Paramedicine. Topics include advanced patient assessment techniques, surgical airway procedures, cardiac care including external pacing and cardioversion, 12-lead EKG interpretation, and advanced medical care. Additional emphasis is placed on the EMT-P working as a team member, and identifying the limitations of paramedicine in the emergency medical setting. Ninety-one class hours, sixty laboratory hours. Prerequisite: EMS 270, and permission from the Emergency Services Department.

EMS 272 Advanced Trauma Issues in Paramedicine 7 Credits
This course presents material on the advanced concepts in trauma care needed for delivery of emergency medical care at the EMT-P level of practice. Current issues and techniques are covered. Specific topics include surgical airway techniques, chest decompression, advanced treatment for hypoperfusion, and special immobilization techniques. Work is also accomplished in the use of the United Incident Management System, and working with rescue personnel in delivery of care to patients who are entrapped. Ninety class hours, thirty laboratory hours. Prerequisite: EMS 270, and permission from the Emergency Services Department.

Engineering Science

ENR 152 Properties of Engineering Materials 3 Credits
An introductory course emphasizing the fundamentals of materials science. Metals, ceramics, and polymers will be studied. Topics will include atomic bonding, crystal structures, defects, diffusion, mechanical properties, phase diagrams, and phase transformations. In addition, fabrication and processing techniques and their relationship to mechanical properties will be examined. Three class hours. Prerequisite: CHE 151

ENR 153 Engineering Graphics and Machining 4 Credits
An introduction to solid modeling, the engineering design process, and machine shop operations. Students will use SolidWorks software to design parts and assemblies and then fabricate them using mills, lathes, and a 3D printer. Parametric modeling techniques that preserve design intent with dimensioning, geometric relations, external references, equations, and design tables will be emphasized. A design-build project will require students to build a working prototype to the instructor’s specifications and then implement a redesign of it. Students will document their design process in both written and oral reports. Three class hours, three laboratory hours.

ENR 157 Digital Electronics and Microcontrollers 4 Credits
A course which introduces students to digital electronics and microcontroller interfacing. Digital electronic topics will include basic logic gates, Boolean algebra, number systems, digital arithmetic, combinational logic circuits, flip-flops, registers, counters, magnitude comparators, and analog to digital and digital to analog conversion. Microcontroller interfacing projects will include voltage regulation, switches and LEDs, sensing infrared and visible light, DC and servo motors, 555 timers, and closed-loop temperature control. A final project will require students to work in teams to design and build a microcontroller controlled prototype, create a written design report, and make an oral presentation. Three class hours, three laboratory hours. Prerequisite: MTH 105 or higher.

ENR 161 Engineering Computing 1 3 Credits
A course in which students will learn how to solve a variety of engineering related problems using Excel and MATLAB or other suitable software. Assigned problems will include statistical analysis of data, fitting functions to data, interpolation, finding roots, solving simultaneous equations, matrix operations and calculus. Three class hours. Prerequisite: MTH 210 taken concurrently or previously completed.

ENR 251 Statics 3 Credits
Fundamentals of statics applied to problems of engineering interest. A vector algebra approach will be presented. Topics include equivalent force systems, equilibrium, structural mechanics, friction, properties of surfaces. Three class hours. Offered every Fall. Offered in Spring during odd numbered years. Prerequisites: MTH 211; PHY 161 with a grade of C or higher.

ENR 252 Dynamics 3 Credits
Fundamentals of dynamics applied to problems of engineering interest. Topics include kinematics of a particle, kinetics of a particle, planar kinematics of a rigid body, and planar kinetics of a rigid body. Three class hours. Offered Spring only. Prerequisite: ENR 251 with a grade of C or higher.

ENR 253 Circuit Analysis 1 4 Credits
Basic electrical concepts including passive circuit element models, Kirchhoff’s Laws, operational amplifier models, topological properties of circuits, complete response for RC, RL and RLC circuits; phasor concepts for RLC circuit driven by sinusoidal forcing functions. The laboratory will provide examples of these concepts. Three class hours, three laboratory hours. Offered every Fall. Offered in Spring during even numbered years. Prerequisites: PHY 161; ENR 157 with a grade of C or higher; MTH 212 or MTH 225 taken concurrently or previously completed.

ENR 254 Circuit Analysis II 3 Credits
A continuation of ENR253. Topics include complex power; complex frequency analysis; Laplace transform analysis; transfer functions; passive and active filter design and analysis; Bode plots; magnetically coupled networks; two-port networks; and Fourier series and transforms. Three class hours. Offered Spring only. Prerequisite: ENR 253 with a grade of C or higher.

ENR 256 Mechanics of Materials 3 Credits
Fundamentals of the theory of elasticity will be presented. Stress-strain relations will be applied to the study of the mechanics of deformable solids including the analysis of beams, shafts, and columns, and the use of energy methods. Three class hours. Offered Spring only. Prerequisite: ENR 251 with a grade of C or higher.

ENR 258 Thermodynamics 3 Credits
The fundamental concepts of thermodynamics and their application to pure substances. Topics include properties of pure substances, work, heat energy, the first law of thermodynamics, entropy, second law of thermodynamics. Three class hours. Prerequisites: MTH 211; PHY 161 with a grade of C or higher.

ENR 259 Engineering Design Lab 1 Credit
Students will work in teams to solve an engineering design problem selected from an intercollegiate engineering design competition. The students will design and build a working prototype, create a design report, and make an oral presentation. Three laboratory hours. Offered Spring only. Prerequisite: ENR 153 or ENR 157.

ENR 261 Engineering Computing 2 3 Credits
A course that develops problem solving methodologies with structured program design and numerical techniques using MATLAB or other suitable software. These techniques include statistical analysis, Boolean operations, numerical methods, matrices. Programming assignments require students to write functions, short script files and create dynamic models using Simulink software. Symbolic solutions to various types of problems are also presented. Three class hours. Prerequisites: MTH 211; MTH 161 with a grade of C or better, or CSC 101

ENR 290 Independent Study Variable Credit
See the Department Chairperson.
English Literature

ENG 105 Introduction to Literature 3 Credits
An introduction to reading and analyzing these primary genres of literature: fiction, poetry, and drama. The course may also include creative nonfiction. Students will respond critically to readings of different historical and cultural contexts through class discussion and written work. These contexts may include different world views, politics, classes, ethnicity, races, genders, and sexual orientations. (SUNY-H)

ENG 106 Literary Focus 3 Credits
An introduction to reading and analyzing literature of special interest. The offerings vary each semester, but all focus on important themes and sub-genres in literature. Students will respond critically to fiction, poetry, and drama of different contexts through class discussion and written work. These contexts may include different world views, politics, classes, ethnicity, races, genders, and sexual orientations. Please see the Department’s webpage for current offerings. Three class hours. (SUNY-H)

ENG 108 Literature of the Holocaust 3 Credits
A study of the Holocaust through a variety of genres, including poetry, novels, short stories, plays, memoirs, and children’s literature, in order to gain a better understanding of the ideas presented by the Holocaust as a significant event in world history. Students will study the origins and development of the Holocaust and its political, cultural, economic, and social implications through the lenses of a variety of writers. (SUNY-H)

ENG 109 Detective Fiction 3 Credits
Students will read classic and contemporary short stories and novels in sub-genres including golden age, hard-boiled, and police procedural by such authors as Christie, Chandler, Conan Doyle, and Grafton. Students will study the origins and development of genre as a vehicle to examine historical, social, political, intellectual, and cultural contexts. (SUNY-H)

ENG 123 Shakespeare and the Movies 3 Credits
A study of the way the works of Shakespeare have been interpreted by filmmakers and how his works and themes have influenced directors. The goal is to show how fertile Shakespeare is for movie makers. Films will be shown in each class. This is not a class in Shakespeare, per se, but a class about movies. (SUNY-H)

ENG 201 Early British Literature 3 Credits
A survey of British literature from the early middle ages to the late eighteenth-century. Possible authors studied include Chaucer, Milton, Shakespeare, and Defoe. (SUNY-H)

ESL 100 English for Speakers of Other Languages-Intermediate II: Reading Focus 4 Credits
This course emphasizes the development of reading comprehension of authentic, non-fiction material at the upper intermediate level and includes vocabulary study and discussions of current events in relation to American culture. Class and small group instruction. Six class hours. Offered both Fall and Spring Semesters. Prerequisite: Placement at high intermediate level on proficiency tests.

ESL 120 English for Speakers of Other Languages-Intermediate II: Integrated Skills 7 Credits
This course is designed to promote fundamental fluency in all skills through massive amounts of reading, writing, and oral activities, where the primary emphasis is on meaning. Students will read novels and write and revise a semester-long project on topics of a personal nature. Discussion, small group work, and email will play important roles. Nine class hours. Prerequisite: Placement at high intermediate level on proficiency tests.

ESL 125 English for Speakers of Other Languages: Multi-Skills I 3 Credits
This course at the upper intermediate level aims to develop fluency in all skills through extensive reading, writing, and discussion. Internet resources will be used. Six class hours; offered evenings only. Prerequisite: Placement at high intermediate level on proficiency tests.

ESL 128 English for Speakers of Other Languages: ESL Through Computers 2 Credits
A course at the intermediate level that encourages the development of all skills with a focus on using computers and the emerging technologies, including word processing, e-mail, Internet research/news, CD-ROM’s, scanners, and presentation programs. The course will culminate in individual multimedia presentations. Two laboratory hours. Corequisite: ESL 100 or higher, or permission of program coordinator.

ESL 130 English for Speakers of Other Languages-Advanced I: Integrated Skills 7 Credits
This course builds on the fluency gained in ESL 120. It is designed to promote the development of clarity and completeness in students’ oral and written expression by massive amounts of extensive reading. Students will carry out a written research project related to a theme of their own choosing. The project will bring together data collected through library research and interviews. Discussion and small group work will play an important role. Nine class hours. Prerequisite: Either ESL 100 and ESL 120 with a grade of C- or better, or placement at low advanced level on proficiency test; or permission of Program Coordinator.

ESL 138 English for Speakers of Other Languages: Pronunciation 2 Credits
Awareness-raising of major pronunciation difficulties encountered by non-native speakers of English with opportunities for individual and group practice of specific aspects which hinder communication. Two class hours. Prerequisite: Placement at high intermediate level on proficiency tests, or permission of program coordinator.

ESL 145 English for Speakers of Other Languages - Multi-Skills II 4 Credits
A course at the higher level, that stresses the development of all skills, with particular emphasis on reading and writing. Instruction in a class and workshop setting, with special attention to individual needs. Placement at low-advanced level on proficiency tests required. Subsequent enrollment in ESL courses is determined by instructor recommendation or by testing. Five class hours; offered evenings only. Prerequisite: Grade of C- or higher in ESL 125, or placement at low-advanced level on proficiency test, or permission of Program Coordinator.

ESL 158 English for Speakers of Other Languages: Oral Communication 3 Credits
A course emphasizing the skills needed for effective communication in social and academic settings. Students will improve listening skills and oral fluency through discussion, role play, interviews, oral presentations, and aural activities using various media. Four class hours including class and small group instruction. Prerequisite: Placement at the low advanced level on proficiency tests, or permission of program coordinator.

ESL 201 English for Speakers of Other Languages-Advanced II: Reading/ Writing 4 Credits
This course emphasizes the continuing development of reading and writing through the process approach. It includes informal writing, paraphrasing, summarizing, as well as essay writing. Students will focus on revising their writing and editing for correctness. Five class hours. Prerequisite: Grade of C- or higher in ESL 130 or 145, or placement at Advanced Level on Proficiency Tests, or permission of program coordinator.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 202</td>
<td>Modern British Literature</td>
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<td>A survey of British literature from the late 18th Century to the present. Focus moves from romantic optimism and the belief in progress to the disillusionment produced by industrialism and global war. Three class hours. (SUNY-H)</td>
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<tr>
<td>ENG 203</td>
<td>American Literature to 1865</td>
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<td>A survey of American literature from the celebration of the new land in the Colonial Period to the Civil War. Readings and discussion focus on writers such as Franklin, Hawthorne, Poe, Emerson, Thoreau, Melville, Whitman, and Dickinson. Fall semester only. Three class hours. (SUNY-H)</td>
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<tr>
<td>ENG 204</td>
<td>American Literature Since 1865</td>
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<td>A survey of American literature from the Civil War to the present, focusing on the changing values of an increasingly technological society. Includes the major literary philosophies of the time through writers such as Crane, Hemingway, Faulkner, Baraka, and O’Connor. Three class hours. (SUNY-H)</td>
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<tr>
<td>ENG 208</td>
<td>Literature of the Bible</td>
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<td>A study of the rich literary heritage found in both Hebrew and Christian scripture. The course focuses on such types as: saga, short story, poetry, gospel narrative and apocalyptic writings. Themes include the human struggle to understand the Divine and the nature of good and evil. Three class hours. (SUNY-H)</td>
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<tr>
<td>ENG 209</td>
<td>Twentieth Century Novel</td>
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<td>A study of themes, techniques, and cultural contexts of selected 20th century novels. The course explores eternal human values expressed in the novels such as love, honor, pride, sacrifice and endurance. Representative international authors may include Achebe, Baldwin, Cather, Garcia, Marquez, Hesse, Lessing, Markandaya, Joyce and Kafka. Three class hours. (SUNY-H)</td>
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<tr>
<td>ENG 210</td>
<td>Literature of the Black Experience</td>
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<td>Provides insight into the Black experience through the writings of such representative authors as Dumas, Pushkin, DuBois, Hughes, Wright, Ellison, Cleaver, and Baldwin. Three class hours. (SUNY-H)</td>
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<td>ENG 211</td>
<td>American Minorities in Literature</td>
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<td>ENG 212</td>
<td>Introduction to Shakespeare</td>
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<td>ENG 213</td>
<td>Introduction to Dramatic Literature</td>
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<td>ENG 214</td>
<td>The Short Story</td>
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<td>ENG 215</td>
<td>Children's Literature</td>
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<td>ENG 216</td>
<td>American Minorities in Literature</td>
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<td>ENG 217</td>
<td>Women in Literature</td>
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<td>ENG 218</td>
<td>Introduction to Shakespeare</td>
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<td>ENG 219</td>
<td>Introduction to Dramatic Literature</td>
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<td>ENG 220</td>
<td>Literature of Horror</td>
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<td>ENG 221</td>
<td>Contemporary Poetry</td>
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<td>ENG 222</td>
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<td>ENG 223</td>
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<td>ENG 224</td>
<td>Literature of Horror</td>
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<td>ENG 225</td>
<td>Contemporary Poetry</td>
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<td>ENG 226</td>
<td>Mythology</td>
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<td>ENG 227</td>
<td>Reading Popular Culture</td>
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<tr>
<td>ENG 228</td>
<td>English Writing</td>
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**Course Descriptions**

**ENG 101** College Composition* 3 Credits
A course emphasizing college-level essay writing with special attention on the writing process. Students draft, revise, and edit multiple essays. They also study research, persuasion, and oral discourse in ways that challenge and develop their reading and thinking abilities. (ENG 101 or ENG 200 satisfy the composition requirement for graduation.) Three class hours. (SUNY-BC)

**ENG 102** Writing From Personal Experience* 3 Credits
A writing workshop for students who want to explore the world of their own personal experience. The creative process will be emphasized as well as methods for shaping personal experiences into written expression, both formal and informal. Writing assignments will include journal writing, autobiographical writing, and other nonfictional narrative and descriptive compositions. Three class hours.

**ENG 103** College Writing 3 Credits
A writing course for students who have completed ENG 101 and want to further develop their skills in clear, effective prose. Students will write essays, reports, and other nonfictional narrative and descriptive compositions. Three class hours. (SUNY-BC)

**ENG 104** Advanced Composition* 3 Credits
Course focuses on written analysis, oral discourse, evaluation, argument and research. Assignments develop depth and proficiency in using language. Basic composition skills are assumed. (Can be taken in place of ENG 101 to satisfy the composition requirement for graduation.) This course may not be taken concurrently with ENG 101. Three class hours. (SUNY-BC)

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*Offered in Fall and Spring terms.

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See the Department Chairperson.
ENG 213   Creative Writing*    3 Credits
A workshop approach for students interested in doing original writing of short fiction, poetry, and drama. Emphasis is on reading and analytical discussion of students’ work. Three class hours. (SUNY-A)

ENG 250   Professional Communication*    3 Credits
Concentration on professional business and professional communication skills, including writing, speaking, and listening. Emphasis is on clarity, organization, format, appropriate language, and consideration of audience, for both written and oral assignments. Three class hours. (SUNY-BC)
Prerequisite: ENG 101 with a grade of C or better or ENG 200 with a grade of C or better.

ENG 251   Technical Communication*    3 Credits
Concentration on the writing and speaking skills necessary for the technologies. Emphasis is on preparation, organization, audience, and the effective use of format, supplements, and visuals. Accuracy, clarity, economy, and precision are stressed, for both written and oral assignments. Three class hours. (SUNY-BC)
Prerequisite: ENG 101 with a grade of C or better or ENG 200 with a grade of C or better.

*These courses do not fulfill the requirements for a Literature elective.

Film Studies

FILM STUDIES COURSES
(see Speech and Theatre)

Fire Protection Technology

FPT 101   Introduction to Fire Protection Technology    3 Credits
A basic survey course of the entire medium of fire protection, fire prevention and fire extinguishment. The application of scientific principles to the studies of fire protection technology and the development of career positions in the discipline for the individual are important goals in this course. Fall semester only. Three class hours.

FPT 102   Fire Prevention and Inspection    3 Credits
The fundamental requirements of fire prevention. This course emphasizes the laws applied to fire prevention, including federal fire safety requirements for industry and commerce, solving technical problems encountered, recognition of hazards, prevention of fires and inspection techniques. Special attention is applied to life safety from fire in the home, school, public assembly, and all other places where people are assembled and endangered by fire. Fall semester only. Three class hours.

FPT 103   Building Materials and Construction    3 Credits
Fundamentals of building construction methods and materials of construction. The approach is to study the stability of buildings and materials under fire conditions. The emphasis is upon safety under fire conditions and the technology of limiting fire spread in new and existing buildings. Three class hours.

FPT 104   Fire Suppression Technology    3 Credits
A course illustrating the physical and chemical aspects of fire suppression technology. The student will pursue a detailed study of the chemistry of fire, along with modern methods of fire suppression, tactical decisions and post fire analysis. Spring semester only. Three class hours.

FPT 107   Introduction to the New York State Building Code    3 Credits
A course to acquaint the student with the New York State Uniform Fire Prevention and Building Construction Code and supporting reference standards. Students will be presented an overview of the code and will be able to confidently research design and modification issues pertaining to new construction, new use, remodeling, renovations, alterations, and repairs to buildings using the current New York State Building Construction Code. Three class hours.

FPT 111   Firefighter I    5 Credits
This course gives the firefighter the basic skills and education to work safely and effectively as a member of a fire fighting team. Topics include fire behavior, safety practices, use of self-contained breathing apparatus, personal protective equipment, use of fire-fighting appliances, hazardous materials first response at the operations level, and working as part of a fire-fighting team. Five class hours.

FPT 113   Firefighter II    2 Credits
This 30 hours of advanced fire fighting is specifically designed to provide structural firefighters with the higher level of skills and knowledge required to handle fires in commercial, residential and institutional properties. Both hands-on use of fire training simulators and classroom presentations will be provided to the students. The classroom presentation will familiarize students with building construction, fire service hydraulics, chemistry of fire, foam systems, fire detection, and tactical considerations in suppression. The hands-on application will consist of conducting advanced rescue techniques, room and content fire suppression in commercial and residential environments, application of fire fighting foams, and sprinkler systems application. Students will also be presented with flashover simulations and re-ignition of fires. 
Prerequisite: FPT 111

FPT 117   Rescue Strategy and Tactics    3 Credits
This course presents the strategies and tactics most commonly encountered by fire rescue professionals. Topics include mental and emotional crises of rescue, rescue tools and equipment, special rescue situations, and rescue operations management. Forty class hours, thirty laboratory hours.

FPT 120   International and Domestic Terrorism    3 Credits
A course designed to acquaint the student with the major issues in the growing threat of global terrorism. The student will be presented an overview of the history and development of terrorism, types of terrorism, terrorist groups, psychology of terrorism, structure and dynamics of terrorist groups, terrorists techniques, financing of terrorism, the media and terrorism, legal issues, and terrorism of the future. Three class hours.

FPT 130   Basic ARFF Class    2.5 Credits
This Basic Aircraft Rescue and Fire Fighting (ARFF) class is specifically designed to provide new airport firefighters with the basic skills and knowledge required to handle aircraft crashes and conduct fire suppression operations as they relate to rescue and fire extinguishment. Both hands-on use of the aircraft fire training simulators and classroom presentations will be provided to the students. The classroom presentation will provide familiarization of chemistry of fire, fire extinguishing agents, the Incident Management System (IMS), airport familiarization, aircraft types and familiarization, hazardous materials and cargo handling, and pre-incident planning/post incident operations. The skills application session will consist of conducting advanced rescue techniques, fire suppression operations in an aviation environment, application of firefighting foams on flammable liquids, and specialized apparatus and equipment operations. Forty class hours.

FPT 135   Aircraft Fuel Spill Fire Fighting    .5 Credits
This course provides firefighters with the knowledge and skills to extinguish aircraft fuel spill fires, utilizing both classroom and live-fire extinguishment simulation. This course exceeds FAR 139 annual requirements for live fire training. Must have firefighter certification. Eight class hours.

FPT 136   Specialized Aircraft Fire Fighting    .5 Credits
This course provides firefighters with the knowledge and skills to extinguish specialized aircraft fires, including fires in the cockpit, cabin, lavatory, engine, and brakes. This course utilizes both classroom and live fire extinguishment simulation. This course exceeds FAR 139 annual requirements for live fire training. Eight class hours.
FPT 136  Specialized Aircraft Fire Fighting  .5 Credits
This course provides firefighters with the knowledge and skills to extinguish specialized aircraft fires, including fires in the cockpit, cabin, lavatory, engine, and brakes. This course utilizes both classroom and live-fire extinguishment simulation. This course exceeds FAR 139 annual requirements for live fire training. Must have firefighter certification. Eight class hours.

FPT 141  Firefighter Core Competencies Update and Refresher I  2 Credits
This course is part of a four-course sequence which provides a systematic course of study to assist firefighters to maintain their proficiency in core competencies and knowledge. It also provides a means to integrate technological advances in the various disciplines involved in firefighting with the student’s existing knowledge and skills. Completion of the four-course sequence meets requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7.
Prerequisite: FPT 113 or equivalent

FPT 142  Firefighter Core Competencies Update and Refresher II  2 Credits
This course is one of four courses which, taken together, provides a systematic plan of study to assist firefighters to maintain their proficiency in core competencies and knowledge. Successful completion of the four courses meets the requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Two class hours.
Prerequisite: FPT 113 or equivalent

FPT 143  Firefighter Core Competencies Update and Refresher III  2 Credits
This course is one of four courses which, taken together, provides a systematic plan of study to assist firefighters to maintain their proficiency in core competencies and knowledge. Successful completion of the four courses meets the requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Two class hours.
Prerequisite: FPT 113 or equivalent

FPT 144  Firefighter Core Competencies Update and Refresher IV  2 Credits
This course is part of a four-course sequence which provides a systematic plan of study to assist firefighters to maintain their proficiency in core competencies and knowledge. Completion of the four-course sequence meets requirements for annual firefighter in-service training mandated by 19 NYCRR Part 426.7. Two class hours.
Prerequisite: FPT 113 or equivalent

FPT 211  Fire Investigation: Cause and Origin  3 Credits
A broad study of fire investigation is presented. The means to identify the origin and cause of a fire, properly conduct a fire scene investigation, and understand arson laws are emphasized. Topics include fire behavior, determining point of origin, ignition sources, fire scene investigation, and legal aspects of the discipline. Three class hours.
Prerequisite: FPT 148 or permission of instructor.

FPT 213  Automatic Sprinkler and Standpipe Systems  3 Credits
Basic principles of the design, operation and maintenance of the various types of fire protection systems. Includes automatic sprinkler systems, standpipes, fire and smoke detection systems, and explosion suppression systems. Three class hours.

FPT 220  Fire Officer I  1.5 Credits
This course is designed to assist the new and prospective fire officer in developing the necessary skills to effectively lead and manage a fire department in today’s rapidly changing environment. Topics covered include leadership and management, responsibilities of the company officer, political and legal issues facing the fire service, incident management, fire service organization, health and safety issues, emergency responses, and strategy and tactics. Twenty-seven lecture hours.

FPT 230  Advanced Aircraft Rescue Firefighting  2.5 Credits
This course is designed to enhance the skills of the basic ARFF firefighter. This training will place the firefighter above the minimum requirements and provide multi-faceted skills required to meet aviation fire protection demands. An extensive use of the aircraft fire training simulators and classroom presentations will be provided. The student will be introduced to rescue systems and equipment, tools and apparatus, airport facilities, chemistry of fire, foam systems, Incident Management System (IMS), and strategies and tactical considerations in fire suppression operations. The hands-on sessions will consist of conducting advanced rescue techniques and extraction of trapped victims, firefighting foams and mass applications, motor vehicle fires, structural fires suppression operations, water rescue, and advanced aircraft fire suppression. Forty class hours.
Prerequisite: FPT 130 or equivalent combination of training and experience.

FSA 103  Culinary Arts I: Fundamentals of Food Preparation  5 Credits
The course covers instructions in the foundations of culinary arts, including food theory, demonstrations and hands-on cooking. Students will engage in various food preparation techniques and will sample their culinary creations. Eight lecture/laboratory hours per week for one semester.
Co-requisite: FSA 106

FSA 106  Food Safety and Sanitation  1 Credit
Basic sanitation principles, ways to apply the principles in practical situations, and methods for training and motivating food service personnel to follow good sanitation practices. Certification is awarded by the National Education Foundation of the National Restaurant Association upon successful completion of the national examination. One class hour.

FSA 107  Menu Planning  3 Credits
A hands-on approach to planning, creating, and maintaining effective menus. Discussions include menu items and placement, food costing and creative menu designs for visual appeal. Menu planning and design software may be utilized. Three class hours.
Prerequisite: MCC math placement level 2 or higher, or TRS 092 with a grade of C or higher.

FSA 108  Principles of Healthy Cooking  3 Credits
Through this combination lecture and hands-on laboratory course, students will become familiar with basic nutrition principles upon which healthy menus can be built. Students will learn techniques and ingredient selection for preparing healthy classical and modern cuisine, as well as how to analyze and modify the nutrient content of recipes.

FSA 110  Principles of Baking-Bread Products and Cookie Doughs  3 Credits
This course covers instruction in the foundations of baking including theory, demonstrations and hands-on cooking. Students will engage in various bread and cookie preparation techniques including quick breads, yeast breads, enriched and laminated doughs, as well as a variety of cookie mixing methods. They will sample and critique their culinary work.

HSE 101  Introduction to Occupational Health and Safety  3 Credits
An introductory course in the occupational health, safety, and environmental principles. Topics include safety programs, regulatory issues, OSHA General Industry Standards and compliance, hazard identification and control, industrial hygiene, ergonomics and other special topics. Three class hours.

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Course Descriptions 167

www.monroecc.edu/go/courses
Foreign Language/Arabic

ARA 101  Elementary Arabic I  3 Credits
Designed for students with little or no previous experience in the language. Focuses on communicative skills of listening comprehension and speaking, and in developing mastery of the Arabic writing system for basic reading and writing of simple sentences and short paragraphs. Arabic letters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations. Students will also learn customs, traditions, and culture of Arabic speaking countries. Student participation, group discussion and use of digital media are essential elements of the course. Three class hours. (SUNY-FL)

ARA 102  Elementary Arabic II  3 Credits
Continuation of ARA 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Arabic culture. Student participation, group discussion and the use of digital media are essential elements of the course. Three class hours. (SUNY-FL)  
Prerequisite: ARA 101 or equivalent permission of instructor. Memory and length of time since last studied are factors in successful placement.

Foreign Language/Chinese

CHI 101  Elementary Chinese I  3 Credits
Designed for students with little or no previous experience in the language. Focuses on communicative skills of listening comprehension and speaking, and in developing mastery of the Chinese writing system for basic reading and writing of simple sentences and short paragraphs. Pin yin and Chinese characters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations. Students will also learn Chinese customs, traditions, and culture. Three class hours. (SUNY-FL)

CHI 102  Elementary Chinese II  3 Credits
A continuation of CHI 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Chinese culture. Three class hours. (SUNY-FL)  
Prerequisite: CHI 101, the equivalent or permission of the instructor. Memory and length of time since last studied are factors in successful placement.

Foreign Language

American Sign Language

ASL 101  American Sign Language I  3 Credits
Designed for students with little or no previous experience in American Sign Language communication. Grammar and vocabulary are continued at a higher level. Cultural topics are included in the study of grammar and structure. Three class hours. (SUNY-FL)  
Prerequisite: ASL 101 or permission of the instructor.

ASL 102  American Sign Language II  3 Credits
A continuation of ASL 101, with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of Deaf culture. Three class hours. (SUNY-FL)  
Prerequisite: ASL 101 or permission of the instructor.

ASL 103  American Sign Language III  3 Credits
A continuation of ASL 102 for those with a basic foundation in American Sign Language communication. Grammar and vocabulary are continued at a higher level. Cultural topics are included in the study of grammar and structure. Three class hours. (SUNY-FL)  
Prerequisite: ASL 102 or permission of the instructor.

ASL 104  American Sign Language IV  3 Credits
A continuation of ASL 103 for students with intermediate competency in the language. Special attention is given to application of complex grammatical principles, including non-manual signals and temporal/distributional aspects. Three class hours. (SUNY-FL)  
Prerequisites: ASL 103 or permission of the instructor.

ASL 201  American Deaf Culture and Community  3 Credits
This course provides a thorough analysis of the development of Deaf culture in the United States of America. Topics include: education of the D/deaf; Deaf films, theaters and clubs; preservation of American Sign Language; technology and services in the Deaf community; cochlear implantation. The student’s acculturation process is facilitated by active participation in the Rochester Deaf community. Three class hours. (SUNY-FL)  
Prerequisite: ASL 102; corequisite: ASL 103

ASL 209  Bar Management  3 Credits
An overview of the entire beverage industry, including alcoholic and nonalcoholic beverages, is provided. Discussions to include the study of beverage operations and their laws. Purchasing, storage, handling, pricing, as well as service techniques are covered. Spring Semester only. Three class hours.

FSA 207  Equipment Facilities - Layout and Specification  3 Credits
This course evaluates different food service facilities regarding design and layout needs, reviewing layouts to promote understanding and appreciation of the Arabic culture. Student participation, group discussion and use of digital media are essential elements of the course. Three class hours.

FSA 208  Medical Nutrition Therapy  3 Credits
This course examines the role nutrition plays throughout the life cycle, as well as in the treatment of illness and degenerative disease. Dietary modifications for the management of heart disease, diabetes, cancer, and other diseases will be covered. Students will practice designing specialized menus to meet clients’ special dietary needs. Menu analysis using nutritional software is also included. A visit to a health care or community nutrition site provides students with the opportunity to see course content applied in the real world. Spring Semester only. Three class hours.

FSA 209  Bar Management  3 Credits
An overview of the entire beverage industry, including alcoholic and nonalcoholic beverages, is provided. Discussions to include the study of beverage operations and their laws. Purchasing, storage, handling, pricing, as well as service techniques are covered. Spring Semester only. Three class hours.

FSA 210  Medical Nutrition Therapy  3 Credits
This course examines the role nutrition plays throughout the life cycle, as well as in the treatment of illness and degenerative disease. Dietary modifications for the management of heart disease, diabetes, cancer, and other diseases will be covered. Students will practice designing specialized menus to meet clients’ special dietary needs. Menu analysis using nutritional software is also included. A visit to a health care or community nutrition site provides students with the opportunity to see course content applied in the real world. Spring Semester only. Three class hours.

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This course evaluates different food service facilities regarding design and layout needs, reviewing layouts to promote understanding and appreciation of the Arabic culture. Student participation, group discussion and use of digital media are essential elements of the course. Three class hours.

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HBR 102  Elementary Modern Hebrew II  3 Credits
Continuation of HBR 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of the Israeli and Jewish cultures. (SUNY-FL)

HBR 221  Israeli Culture on Location  3 Credits
This course is designed to provide the opportunity to see and experience the history and culture of Israel through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to, or during, the trip will focus on topics that will help the student to prepare for and enjoy the experience. Meetings after the trip will provide a time for debriefing, reporting, evaluation and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof. Ten class hours, thirty-five experiential hours. Offered during Intersession, Spring and Summer Semesters.

Foreign Language/Italian

ITA 101  Elementary Italian I  3 Credits
Designed for students with no previous experience in the language. Focuses on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development. ITA 101 is strongly recommended for oral fluency especially for students transferring to four-year institutions. Three class hours. (SUNY-FL)

ITA 102  Elementary Italian II  3 Credits
Continuation of ITA 101 with emphasis on oral expression, cultural topics are included. Three class hours. (SUNY-FL)

ITA 221  Italian Culture on Location  3 Credits
This course is designed to provide the opportunity to see and experience the richness of Italy through the unique experience of travel. The core part of this course will be a stay in the country, with visits to the main cities and cultural centers. Class meetings prior to the trip will focus on topics that will help the student to prepare for the experience, and meetings after the trip will provide a time for debriefing, reporting, evaluation, and assimilation. The student is expected to complete ten tasks during his/her stay, make an oral presentation, and prepare a portfolio of the trip. This portfolio can be a personal journal, photo display, video recording, or a combination thereof. Three class hours, thirty-five experiential hours. Offered during Intersession, Spring and Summer Semesters.
Japanese

JPN 101 Elementary Japanese I 3 Credits
Designed for students with little or no previous experience in contemporary Japanese. Emphasizes oral communication and listening comprehension skills. Also focuses in developing mastery of the Japanese writing system for basic reading and writing of simple sentences and short paragraphs. Hiragana, Katakana and Kanji characters are taught so that students will be able to communicate both orally and in written form in the most essential everyday life situations. Students will also learn Japanese customs, traditions and culture. Three class hours. Offered Fall, Spring and Summer Semesters. (SUNY-FL)

JPN 102 Elementary Japanese II 3 Credits
Students will continue strengthening their communicative skills (pronunciation, syllable stress) and writing skills using the Japanese writing system (Hiragana, Katakana and Kanji characters) that are necessary for reading and writing simple sentences and short paragraphs. Grammatical structures will be taught so that students will be able to communicate correctly, both orally and in written form in the most essential everyday life situations. Students will also learn Japanese customs, traditions, and culture associated with major life events, holidays and social interactions. Three class hours. Offered Fall, Spring and Summer Semesters. (SUNY-FL)

JPN 103 Intermediate Japanese I 3 Credits
Continued study in Japanese for those with a firm foundation in elementary Japanese communication, written and oral. Grammar and vocabulary are continued at a higher level so that the student develops strong reading and writing skills in order to create complex sentences and short paragraphs. In this class, the student will attain oral and listening skills to successfully function in a variety of daily situations. Cultural topics are included in the study of grammar and structure. Memory and length of time since last studied are factors in successful placement. (SUNY-FL)

Spanish

SPA 101 Elementary Spanish I 3 Credits
Designed for students with no previous experience in the language. Focuses on communicative skills of listening comprehension, speaking, reading, and writing. Includes high frequency vocabulary, basic constructions, common phrases, and cultural aspects. Also stresses student participation in skills development. SPA 111 is strongly recommended for improving comprehension and oral fluency especially for students transferring to a four-year institution. Three class hours. (SUNY-FL)

SPA 102 Elementary Spanish II 3 Credits
Continuation of SPA 101 with emphasis on basic language skills for communication and on cultural aspects to promote understanding and appreciation of Hispanic cultures. A companion course, SPA 112, is strongly recommended for improving comprehension and oral fluency, especially for students transferring to a four-year institution. Three class hours. (SUNY-FL)

SPA 103 Intermediate Spanish I 3 Credits
Continued study in Spanish for those with a firm foundation in elementary Spanish communication, written and oral. Grammar and vocabulary are continued at a higher level. Cultural topics are included in the study of grammar and structure. A companion course, SPA 113, is strongly recommended for improving comprehension and oral fluency, especially for students transferring to four-year institutions. Memory and length of time since last studied are factors in successful placement. Three class hours. (SUNY-FL)

SPA 104 Intermediate Spanish II 3 Credits
Continued study in Spanish for those with a firm foundation in intermediate Spanish through written and oral communication. Grammar and vocabulary are continued at a higher level. Cultural topics are included in the study of grammar and structure. A companion course, SPA 114, is strongly recommended for improving oral fluency, especially for students transferring to four-year institutions. Memory and length of time since last studied are factors in successful placement. Three class hours. (SUNY-FL)

SPA 110 Accelerated Elementary Spanish 6 Credits
Designed for students with no previous experience in the language who wish to move at a faster pace than is permitted by SPA 101 and SPA 102 courses, or for those who have taken one or more years of Spanish previously and wish to review and practice basic Spanish at a quickened pace. Focuses on communicative skills of listening comprehension, speaking, reading and writing. Includes high frequency vocabulary, basic constructions, common phrases and cultural aspects. Also stresses student participation in skills development. A companion course, SPA 111, is strongly recommended for improving comprehension and oral fluency, especially for students transferring to a four-year institution. Six class hours. Offered Fall, Spring, and Summer semesters. (SUNY-FL)

SPA 111 Elementary Spanish Conversation I 2 Credits
This is an introductory level one conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will hear and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on the linguistic achievement, their aural comprehension and conversational competence at this introductory level. Two class hours. Prerequisites: SPA 101 taken concurrently, one year of language study or permission of instructor.

SPA 112 Elementary Spanish Conversation II 2 Credits
This is an introductory level two conversation course designed for those who wish to focus on learning comprehension and conversational skills. Spoken Spanish used in context by a variety of native speakers will provide comprehension practice. Using video, music and songs, audio cassettes and CD-ROM, as well as Internet, students will hear and use authentic language structures used in simple forms of Spanish for communication. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this introductory level. Two class hours.

SPA 113 Intermediate Spanish Conversation I 2 Credits
A communicative approach to develop comprehension of the spoken language and ability to communicate with native speakers at the beginning intermediate level. Spanish spoken by native speakers from Spain and Latin America will be used to train students for real life communication appropriate for social and career related situations. To develop linguistic skills, intensive training in comprehension and communication will be enhanced by the use of videos, music and songs, audio cassettes.
and CD-ROM, as well as Internet. Language structures will be practiced in context using related text materials and culture, as well as topics of interest such as current events. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this intermediate level of communication. Two class hours. Prerequisites: SPA 103 taken concurrently, two or four years of previous language study or permission of instructor.

SPA 114 Intermediate Spanish Conversation II 2 Credits
A communicative approach to develop comprehension of the spoken language and ability to communicate with native speakers at this intermediate level. Spanish spoken by native speakers from Spain and Latin America will be used to train students for real life communication appropriate for social and career related situations. To develop linguistic skills, intensive training in comprehension and communication will be enhanced by the use of videos, music and songs, audio cassettes and CD-ROM, as well as Internet. Language structures will be practiced in context using related text materials and culture, as well as topics of interest such as current events. Students will be evaluated on their linguistic achievement and performance, their level of aural comprehension and conversational competence at this intermediate level of communication. Two class hours. Prerequisites: SPA 104 taken concurrently: three or more years of previous language study or permission of instructor.

SPA 122 Elementary Spanish for Future Teachers I 3 Credits
This beginning course is designed for prospective elementary, secondary, and ESL teachers. The course is designed for those teachers who wish to acquire the beginning skills for communication with Spanish-speaking students and their parents. It is designed to teach the fundamental structure of the Spanish language while focusing on the need to communicate, and to provide increased awareness of the Hispanic culture. The course follows a sequence of grammatical, lexical and cultural development in combination with key phrases related to subject areas and administrative duties. (SUNY-FL) Prerequisite: SPA 101, SPA 122, successful completion of the New York State Regents Exam, or equivalent, or permission of instructor.

SPA 131 Spanish for Careers 3 Credits
Conversational Spanish in basic communication for those engaged in careers or services dealing with the Spanish speaking community. Three class hours. (SUNY-FL) Prerequisite: SPA 131.

SPA 132 Spoken Spanish for Careers II 3 Credits
Continuation of SPA 131. Conversational Spanish in basic communication for those engaged in careers or services dealing with the Spanish speaking community. Evenings, spring semester only. Three class hours. Prerequisite: SPA 131.

SPA 141 Spanish for the Health Professions 3 Credits
This course is designed for those in the health professions who wish to acquire the basic tools for effective communication with the Hispanic client. The language is taught in the context of specific situations with extensive practice and a minimal amount of grammar. The course also contains an important cultural component that will allow the student to gain a greater knowledge and understanding of Hispanics, and thus to create a better, safer, and productive environment. Three class hours.

SPA 145 Spanish for Educators 3 Credits
This course is designed for teachers, administrators, and staff who are not fluent in Spanish, but wish to acquire the basic tools for effective communication with Hispanic students and parents. The language is taught in the context of specific situations with extensive practice and a minimal amount of grammar. The course also contains an important cultural component that will promote a greater awareness and understanding of Hispanics and their culture. Three class hours.

SPA 151 Spanish for the Spanish Speaker/ Espanol para el Hispanohablante 3 Credits
This course is designed for native speakers of Spanish who have limited formal study of written and formal Spanish. The course does not attempt to teach how to speak, read or write, but instead refines the students’ Spanish-language abilities. Literary works, current events and the Internet will be used as a source of reading material and to improve written and conversational fluency, as well as reading comprehension. Attention is given to improving spelling, grammar, and vocabulary. In addition, written accents, anglicisms, code-switching, interference of English, and false cognates are studied. The class is taught entirely in Spanish. Three class hours.

SPA 201 Espana de ayer y de hoy 3 Credits
Through interactive lectures, video and use of the internet, students will gain an overview of contemporary Spain, the country and people viewed from historical and cultural perspectives. Use of the video series El espejo enterrado (The Buried Mirror) provides the student with the opportunity to develop aural skills to an advanced level. The internet will be used to access on-line newspapers, magazines, and a vast array of primary source materials to help develop reading skills and knowledge of specialized vocabulary, while engaging the student in a study of current events. This combination will guide the student to a working knowledge of Spain and to improved language comprehension and fluency. Three class hours. Prerequisite: SPA 104, or a grade of B or better in high school Spanish 5, or permission of the instructor.

SPA 202 Latinoamerica de ayer y de hoy 3 Credits
Through interactive lectures, video and use of the Internet, students will gain an overview of contemporary Latin America, the countries and peoples viewed from historical and cultural perspectives. Use of the video series El espejo enterrado (The Buried Mirror) provides the student with the opportunity to develop aural skills to an advanced level. The Internet will be used to access on-line newspapers, magazines, and a vast array of primary source materials to help develop reading skills and knowledge of specialized vocabulary, while engaging the student in a study of current events. This combination will guide the student to a working knowledge of Latin America and to improved language comprehension and fluency. Three class hours. Prerequisite: SPA 104, or a grade of B or better in high school Spanish 5, or permission of the instructor.

SPA 205 Advanced Conversational Spanish I 3 Credits
Intensive practice in oral communication at an advanced level. Current trends in spoken Spanish as expressed in contemporary situations. Three class hours. Prerequisite: SPA 104 or SPA 105, or four years of high school Spanish or equivalent.

SPA 206 Advanced Conversational Spanish II 3 Credits
Continuation of SPA 205. Three class hours. Prerequisite: SPA 205 or SPA 104, or four years of high school Spanish or equivalent.

SPA 207 Cinema for Spanish Conversation 3 Credits
In this course, students will improve their Spanish conversational skills through the discussion of films in Spanish. Student presentations will help the student improve their public speaking skills. In addition, the students will improve their listening comprehension through exposure to native speech. The films will introduce students to culture, some history, vernacular speech and regional accents. This course offers a new
GEG 101  Physical Geography  3 Credits
Physical geography is a study of spatial patterns and natural processes on and near Earth’s surface. As an introductory survey course, GEG 101 explores where and why ecological, climatological, and geomorphic phenomena occur. Students will develop a better understanding of the natural environment and our role within it. The far-reaching topics include maps and map making, weather and climate, biogeography, and landform development and change. This is a natural science course. Three class hours. NOTE: Students who successfully complete GEG 101 may, with the addition of GEG 100, complete the requirement for SUNY Natural Science General Education. GEG 100 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both GEG 101 and GEG 100 are successfully completed. (SUNY-NS)

GEG 215  Geography of Tourism Destinations 3 Credits
Geography of tourism destinations is the analysis of human leisure behavior and its socioeconomic impact, and includes the exploration of major tourism attractions and destinations on Earth. This survey course is presented through two major themes: thematic tourism geography and regional tourism geography. Topics include demand and resources for tourism, climate, transportation, spring-break, cruises, all-inclusive resorts, “sin” and “lifestyle” tourism, Rochester’s tourism development, and an overview of major travel destinations across the globe. Three class hours. This is a social science course.

GEO 101  Introduction to Geology I (Physical Geology) 4 Credits
A general survey course in the integrated study of the principles of physical geology. Emphasis is on analysis of processes that are at work upon and within the earth such as mountain building and plate tectonics. Three class hours, three laboratory hours, field trips. (SUNY-NS)

GEO 102  Introduction to Geology II (Historical Geology) 4 Credits
A study of the principles of historical geology and the physical and biological history of the earth from its origin to the evolution of man. Spring semester only. Three class hours, three laboratory hours, field trips. Prerequisite: GEO 101 or 131 or permission of instructor.

GEO 211  Economic Geography  3 Credits
Economic geography is the study of how people support themselves, of spatial patterns of production, distribution, and consumption of goods and services, and of the geographic variation of economic activities on Earth. This survey course is presented through one major theme: location theory. Topics include agriculture, manufacturing, the service sector, globalization, transportation, and economic development. Three class hours. This is a social science and not a natural science course. (SUNY-SS)
legendary creatures and enigmatic landforms. Three class hours.

GEO 105  Astronomy  3 Credits
An introduction to general astronomy. Topics include: solar system, stellar energy, stellar evolution, galaxies, the universe and constellation identification. Three class hours. NOTE: Students who successfully complete GEO 105 may, with addition of GEO 115, complete the requirement of SUNY Natural Science General Education. GEO 115 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both GEO 115 and GEO 105 are successfully completed. (SUNY-NS)

GEO 106  Introduction to Oceanography  3 Credits
An introductory course which will survey ocean sciences. Geological, chemical, physical, and biological processes and interrelationships will be examined. Three class hours.

GEO 115  Introductory Astronomy Laboratory  1 Credit
This course explores the hands-on, practical applications of basic knowledge gained in the companion course, GEO 105. Exercises involve use of telescopes, observation of stars and constellations, Hubble red-shift, astrophotography, and computer based exercises. Three laboratory hours. NOTE: This course only meets SUNY General Education Natural Science requirements when both GEO 105 and GEO 115 are successfully completed. (SUNY-NS) Corequisite: GEO 105

GEO 131  Our Changing Earth  3 Credits
A course of study designed for non-science majors to acquaint the student with the wonders and complex workings of our planet. This course will guide the student to an understanding of the infinitely varied landscapes of Earth and the powerful geologic forces of modification at work, leading to a true appreciation of our changing Earth. Three class hours.

GEO 133  Ancient Life  3 Credits
Covers the parade of life on earth from the oldest remains, nearly 3.5 billion years ago, to the emergence of the human species during the Ice Age. The origin of life will be briefly discussed. Emphasis on the evolution of vertebrates, especially dinosaurs. Three class hours.

GEO 137  Dangerous Earth  3 Credits
An introduction to the destructive power of natural hazards such as earthquakes, volcanos, hurricanes, tornadoes and related phenomena. The origin and occurrence of such hazards will be examined. Recent disasters as well as catastrophic events in the Earth’s past will be utilized as case studies. Methods of prediction and strategies for minimizing loss of life and property will be emphasized. Three class hours.

GEO 150  Geology of the National Parks  3 Credits
An examination of the interaction of geological processes responsible for the development of the landscape found within the National Parks System. Regional setting and geologic history will be examined. Three class hours. Prerequisite: GEO 101 or GEO 131 or permission of instructor.

GEO 152  Environmental Geology  3 Credits
An in-depth discussion of man’s environment as related to resources, wastes, pollution, and geologic hazards. The consequences of use and misuse of our geologic environment will be stressed. Three class hours. Prerequisite: GEO 101 or GEO 131

GEO 154  Geology of New York State  3 Credits
The geological history of the state will be studied chronologically from the Pre-Cambrian era to the Pleistocene epoch. The geology of Monroe County and the Genesee River region will be stressed. Alternate Spring semester only. Three class hours. Prerequisite: One semester of physical geography OR any geology course EXCEPT GEO 104 and GEO 105 is recommended.

GEO 201  Invertebrate Paleontology  4 Credits
A detailed study of the various invertebrate groups important as fossils with emphasis on their major characteristics and evolutionary trends. Insight will be gained into how fossils are indispensable as indicators of geologic time and past environments. Fall semester only. Three class hours, three laboratory hours, field trips. Prerequisites: GEO 101 and 102 or permission of instructor.

GEO 203  Geomorphology  4 Credits
A study of the genesis of land forms, resulting from the action of running water, glaciers, waves, wind, ground water, and other gradational agents. The approach is analytical in terms of structure, process, and stage. Alternate Spring semester only. Three class hours, three laboratory hours. Prerequisite: GEO 101 or permission of instructor.

GEO 204  Introduction to Mineralogy  4 Credits
A study of the formation, occurrence and association of minerals with an emphasis on mineral identification through the study of their chemical, physical and crystallographic properties. Spring semester only. Three class hours, three laboratory hours. Prerequisites: GEO 101 and CHE 100 or permission of the instructor.

GEO 290  Independent Study  Variable Credit
See the Department Chairperson.
**Health Education**

To assure a sound selection of courses, students are reminded that all HED courses may be applied toward the Physical/Health Education graduation requirement.

**HED 101**  
Cardiopulmonary Resuscitation and Care  
1 Credit  
This course emphasizes how to recognize and care for breathing and cardiac emergencies for adults, children and infants, heart disease and injury prevention, two rescuer CPR, use of resuscitation mask and valve, and identifying and caring for life-threatening bleeding. The student will receive American Red Cross certification in CPR for the Professional Rescuer. American Red Cross Administrative Fee. Eight week course.

**HED 108**  
Health, Family and Society  
2 Credits  
The focus of the course is to understand the societal influences and apply the concepts of wellness and holistic health within our families. Specific issues will include multiple dimensions of health, prevention of lifestyle diseases, and exploring choices that promote family and individual health and wellness. Two class hours.

**HED 110**  
Disease Prevention and Healthy Lifestyles  
2 Credits  
This course is designed to identify factors that contribute to the most common lifestyle diseases (cardiovascular disease, cancer, stroke, diabetes, chronic lung diseases, osteoporosis, anxiety and depression), and common infectious diseases (influenza, STI and HIV). Health promotion and disease prevention measures will be discussed with focus on nutrition, physical activity, emotional wellness, stress management, personal choices and behavior. Two class hours.

**HED 114**  
Health and Safety in the Workplace  
2 Credits  
This course is designed to help facilitate a high level of well being for the worker and aid the individual to achieve desirable safety practices in their daily profession (managing stress, preventing musculoskeletal disorders and back injury, understanding and preventing sexual harassment, reducing risk of workplace violence). The student will learn how to care for breathing and cardiac emergencies in adults, how to use an Automated External Defibrillator (AED), and how to identify and care for life threatening bleeding, sudden illness, and injuries. The student will receive American Red Cross Certification in Standard First Aid with AED for the Workplace, as well as certification in CPR for the Professional Rescuer. American Red Cross Administrative Fee of $10. Two class hours.

**HED 115**  
Death and Dying  
3 Credits  
A study of the dying process, death, ceremonies and rituals in many cultures. Deals with issues of loss experiences, the fear of death, understanding reactions to death, near-death experiences, euthanasia, suicide, and current practices and trends in the care and treatment of the terminally ill. Three class hours.

**HED 116**  
Issues in Child Development and Health  
3 Credits  
Explores health content areas, defined by the New York State Health Education Department, that affect the physical and emotional health of children, ages 5-13. Issues that follow are addressed from a teacher’s perspective: communication knowledge, family life, keeping kids active, safety education, death, substance use and abuse, school violence, childhood stress, nutrition, mental health and environmental factors. This course will include certification in identifying and reporting suspected child abuse/maltreatment, and Safe Schools Against Violence in Education Legislation. Three class hours.

**HED 118**  
Introduction to Safety and Emergency Care  
3 Credits  
This course emphasizes the key areas of safety, accident prevention and mitigation. Safety topics explored include home, fire, motor vehicle, occupational, recreational, school, natural and man-made disasters. Emergency care procedures are presented and students will demonstrate competency in recognition and care for breathing emergencies for adults, children, infants, one and two rescuer CPR, use of resuscitation mask, bag, valve, Automated External Defibrillator (AED), identifying and caring for life-threatening bleeding, sudden illness, and injuries. The student will receive American Red Cross Certification in CPR/AED for Professional Rescuer and Community First Aid and Safety. American Red Cross Administrative Fee of $10. Three class hours.

**HED 130**  
Foundations of Personal Health and Wellness  
3 Credits  
This course focuses on your personal responsibility for your health, including lifestyle factors and their relationships to well-being, behaviors, and disease. Health content areas defined by New York State Education Department are explored. Topics include nutrition, personal and community health, communication skills for productive relationships, identifying and reporting suspected child abuse/maltreatment, and Safe Schools Against Violence in Education Legislation Certification. Three class hours.

**HED 207**  
Emotional Wellness  
3 Credits  
This course is an examination of emotional, spiritual, social and mental wellness. The course will emphasize primary and secondary prevention strategies as they relate to the dimension(s) of health previously mentioned. Topics include Self-Esteem, Self-Efficacy, Empowerment, Happiness, Anger and Anger Management, Relationships, Life Goals, and Self-Actualization.

**HED 208**  
Chronic and Communicable Disease  
3 Credits  
This course will provide students with an opportunity to develop a basic understanding of the nature and cause of human diseases, disabilities and death, and the educational interventions to prevent or control them. An epidemiologic approach will be used to study selected diseases/conditions. Common infectious diseases (influenza, pneumonia, HIV, STD’s, hepatitis, meningitis, salmonella, childhood diseases), and chronic or lifestyle diseases (heart disease, cancer, stroke, diabetes mellitus, chronic kidney disease, chronic obstructive pulmonary disease, asthma, arthritis, osteoporosis) will be explored. The current United States strategic plan for improving the nation’s health will be reviewed and discussed in conjunction with the diseases/disorders presented. Three class hours.  
Prerequisite: HED 108 or HED 110 or HED 130.

**HED 209**  
Drugs and Behavior  
3 Credits  
This course is designed to inform the student about the issue of chemical dependencies. Basic pharmacology in addition to the biological, psychological and sociological reasons for drug-seeking behavior will be discussed. Topics pertaining to both legal and illegal drug use, abuse and dependency will be covered. This will be accomplished through the use of lectures, videos, class discussions and reaction papers. Three class hours.

**HED 212**  
Women’s Health and Wellness  
3 Credits  
This course will focus on health and wellness issues pertinent to women in their young adult years through middle to late adulthood. The conceptual framework based on elements of body, mind and spirit will be used to explore common health and wellness issues (i.e., exercise, nutrition, stress, emotions, relationships, acute and chronic disease). Consumer issues related to women and health will be included. Self-empowerment in relation to health promotion and disease prevention will be stressed.

**Health Information Technology**

**HIM 100**  
Introduction to Health Information  
3 Credits  
Introduction to the health record profession, allied health professions, historical development of health care field and the present health care delivery system. Introduction to the health information department and its relationship to other hospital departments. Numbering and filing systems, record retention, duplication, and storage considerations are explored. Health care registries are explored. Health information science principles are applied in the laboratory setting. Offered first half of fall semester only. Three class hours.
**HIM 103 Health Care Documentation 3 Credits**
Introduction to the development, form, content, and evaluation of the health record. Introduction to hospital admitting department. Introduction to the organization, responsibilities, and committees of the hospital medical staff. Health record principles are applied in the laboratory setting. Offered second half of fall semester only. Three class hours.
Prerequisite: HIM 100 with a grade of C or better.

**HIM 104 Medical Terminology 3 Credits**
An in depth study of the principles of medical terminology and the classes of word elements as building blocks for a medical vocabulary. Content includes specialty and body system terminology, with emphasis on material found in medical records. Three class hours.

**HIM 105 Medical Transcription 3 Credits**
Designed to introduce the student to the knowledge and skills required for medical transcription in a health care facility, utilizing digital dictation and MS Word. Organized and presented according to body systems. Transcription will consist of discharge summaries, operative reports, x-ray reports, histories and physicals, and other assorted medical reports. Use of references emphasized. Two class hours, two laboratory hours.
Prerequisite: HIM 104 with a minimum grade of C.

**HIM 109 Diagnostic and Procedural Classifications 4 Credits**
This course will include the purposes, differences, and historical development of medical nomenclature and classification systems with emphasis on ICD-9-CM, CPT, and a study of additional classifications. Also introduced are health care reimbursement methodologies. Laboratory includes exercises and applications for nomenclatures, diagnostic and procedural classifications, reimbursement groupings. Spring semester only. Three class hours, three laboratory hours.
Prerequisites: HIM 103, HIM 104, BIO 134 with a grade of C or better.

**HIM 110 ICD-9-CM Diagnostic and Procedural Classifications 4 Credits**
This course will include the historical development of reimbursement, and emphasize the ICD-9-CM classification system. Course work will focus on official coding guidelines and use of the three volumes of IC-9-CM. Additional classifications are briefly studied. Instruction of coding issues by body system will be introduced, and laboratory includes coding exercises and application of coding principles. Three lecture, two laboratory hours.
Prerequisites: HIM 103 and HIM 104, each with a minimum grade of C, and passing grade in BIO 134, or permission of the instructor.

**HIM 111 CPT Procedural Coding System 2 Credits**
This course will emphasize the American Medical Association’s Current Procedural Terminology (CPT) coding system. Course work will focus on introductory outpatient coding with emphasis on evaluation and management, and surgery. Coding exercises will reference documentation guidelines and application of coding and reporting guidelines for outpatient services. Two class hours.
Prerequisite: HIM 110 with a minimum grade of C, or permission of instructor.

**HIM 115 Medical Office Pharmacology 1 Credit**
Basic pharmacology terminology and concepts for the medical office professional. Topics include drug terminology, abbreviations, regulatory agencies, drug administration, dosage, effects, and use of drug references.
Prerequisite/corequisite: HIM 104

**HIM 204 Health Records in Alternate Care 3 Credits**
The course will review trends and changes in the health care delivery system, an introduction to the types of non-hospital health care facilities and respective record keeping requirements, with emphasis on long-term, psychiatric, ambulatory, home care/hospice, and rehabilitative care. Fall semester only. Three class hours.
Prerequisite: HIM 111 with a minimum grade of C.

**HIM 205 Professional Practice Experience I 4 Credits**
Clinical experience under the guidance of professionals in health information related settings at area hospitals, long-term care, ambulatory care, and other specialty care facilities. Included will be a forum for Directed Practice experiences and professional development content. One class hour, sixteen laboratory hours. Enrollment in HIM 205 is conditional upon satisfactory completion of the medical requirements and clearance from any existing health problem(s). Fall semester only.
Prerequisites: HIM 105, HIM 111, BIO 134, BIO 135, and CRC 120, all with a minimum grade of C.

**HIM 206 Professional Practice Experience II 4 Credits**
Continuation of HIM 205. One class hour, sixteen lab hours. Enrollment in HIM 206 is conditional upon satisfactory completion of the medical requirements and clearance from any existing health problem(s).
Prerequisite: HIM 205 with a minimum grade of C.

**HIM 208 Quality Improvement, Legal and Compliance Issues for the HIM Practitioner 5 Credits**
This course will encompass a survey of accrediting, licensing, approving and certifying agencies affecting health care facilities, including the various accreditation programs of the Joint Commission on Accreditation of Health Care Organizations. Total quality management includes quality assessment, utilization management, risk management and credentialing. Additionally, the course will present to the student an introduction to the legal system, release of information, consents, administration of the law, evidence, torts, selected legal doctrines, the medical record in legal proceedings, liability of health care providers, current health legislation, and bioethical issues. Fall semester only. Five class hours.
Prerequisite: HIM 204 or permission of instructor.

**HIM 209 Management, Supervision & Personal Development for the HIM Practitioner 2 Credits**
This course will encompass an introduction to managerial concepts and functions, to include supervisory techniques, planning, organizing, actuating and controlling, leadership, motivation, forms design, and tools of management specifically developed for health care settings. Content also includes emphasis on development of oral and written communication skills.
Spring semester only. Two class hours.
Prerequisite: HIM 205 with a minimum grade of C.

**HIM 211 Healthcare Reimbursement 3 Credits**
Course will acquaint the student with the cost of health care in the United States. Financial concepts related to health information systems will be discussed. Content includes instruction in health statistics and the use of medical information systems. Examination of data quality techniques necessitated by current reimbursement methodologies will be included. Computer applications in these areas will be utilized as appropriate. Spring semester only. Three class hours.
Prerequisite: HIM 208 and MTH 150 (or higher), each with a minimum grade of C.

**HIM 213 Health Information Systems 3 Credits**
An introduction to health record applications, system design and security, and the health information manager’s roles and responsibilities. Spring semester only. Three class hours.
Prerequisites: HIM 208 and CRC 120, each with a minimum grade of C.

**HIM 250 Health Information Management in Long Term Care 1 Credit**
An introduction to the types of long term health care with an emphasis on inpatient long-term care, home care, hospice and supplemental services. The course will also focus on the trends and changes in the long term health care field to include essential services, regulatory environment, computer adoptions of medical record/information systems and role of health information professionals. Must be matriculated in Health Information Management Long Term Care Program. Total of fifteen instruction hours.
Prerequisite: HIM 204 or permission of instructor.
HIM 251  Classifications and Reimbursement in Long Term Care  2 Credits
A review of medical terminology frequently encountered in long term care settings, clinical disease and procedural coding encountered with special review of late effect, chronic, multiple conditions, and dementia. The course will also focus on various reimbursement protocols, their relationship to coding, documentation, and financial and utilization management. Future costs and system implications will be discussed. Total of thirty instruction hours.
Prerequisite: HIM 250 with a minimum grade of C.

HIM 252  Quality and Legal Issues in Long Term Care  1 Credit
A review of attributes of quality, utilization, and risk management prominent in long term care. An exploration of special ethical and legal implications encountered in long term care settings with emphasis on documentation related procedures. Total of fifteen instruction hours.
Prerequisite: HIM 250 with a minimum grade of C.

HIM 260  Advanced Classification in Acute Care  2 Credits
This advanced level course will focus on reimbursement issues associated with the more difficult coding scenarios to better prepare the student as an inpatient hospital coder. The student will study the indeterminate coding issues by body system and be equipped to successfully code inpatient, acute care records, as well as ambulatory surgery charts with hospital billing considerations (not free-standing or physician office coding). Two class hours.
Prerequisite: HIM 110 with a minimum grade of C, or 3 to 5 years inpatient coding experience, or permission of instructor.

HIM 261  Advanced Classification for Reimbursement in Acute Care  1 Credit
This advanced level course will focus on reimbursement, utilize advanced inpatient coding knowledge to understand payment methodologies in the acute care setting. The student will study the prospective payment system, uniform hospital discharge data set, and the assignment of diagnosis related groups. The student will study reimbursement issues related to the importance of the medical record such as bundling and optimization. Two class hours.
Prerequisite: HIM 110 with a minimum grade of C, or 3 to 5 years inpatient coding experience, or permission of instructor.

HIM 262  Case-Mix Management in Acute Care  1 Credit
This advanced level course will review the process of case-mix management in acute care including applied utilization management, software applications, impact on organizational planning, and political issues. Two class hours.
Prerequisite: HIM 261 with a minimum grade of C, or 3 to 5 years inpatient coding experience, or permission of instructor.

HIM 277  Medical Transcription Management  2 Credits
Specific application of management principles to effectively and efficiently administer the delivery of medical transcription services, whether within a large organization or as an independent entity. Theory and examples will be used to enhance competence. Spring semester only. Two class hours with laboratory work.
Prerequisite: HIM 250 with a minimum grade of C.

HIM 290  Independent Study  Variable Credit
See the Program Director.

Heating, Ventilating and Air Conditioning

C E 271  Cooperative Education-Heating, Ventilating and Air Conditioning  4 Credits
(See HVA 271).

HVA 101  Basic Refrigeration Theory  3 Credits
Covers the physical principles of refrigeration and the refrigeration cycle. Students will be introduced to the components of the refrigeration system including compressors, condensers, expansion devices, evaporators, coolers, freezers, and refrigerants. Two class hours, two laboratory hours.

HVA 102  Air Conditioning Theory  3 Credits
Covers the physical principles of air conditioning, psychometrics and air movement. Components found in today’s air conditioning systems will be examined. Students will learn how to charge and evacuate systems. Other topics included are: pressure, regulating and bypass controls, diffusers, piped procedures, traps and high velocity systems. Two class hours, two laboratory hours.
Prerequisite: HVA 101.

HVA 103  Heating Systems  3 Credits
Servicing modern heating systems, whether they are gas, electric or oil, requires a thorough understanding of basic heating concepts. This course provides the student with the technical knowledge as well as the laboratory skills to begin their career in heating service. Two class hours, two laboratory hours.
Prerequisite: HVA 101.

HVA 104  Commercial Air Conditioning and Heat Pumps  3 Credits
Deals with the basic principles of air conditioning as they are applied to large commercial systems. The principles of heat pumps will be included. Topics covered include: gas and electric heating/cooling of top units, economizers and large air distribution systems. Three class hours.
Prerequisites: HVA 101, HVA 102, HVA 105, PHY 100; co-requisite: MTH 135 or permission of department.

HVA 105  Electric and Motor Controls  3 Credits
Covers basic principles of electricity and electric motor theory as it is found in the heating, ventilating, air conditioning industry. Topics covered are: series and parallel circuits, Ohm’s law, amperage, voltage, watts, transformers, relays, contacts, wire sizing, distribution, and capacitors. Two class hours, two laboratory hours.

HVA 106  HVAC Workplace Training  3 Credits
This course is designed to prepare the HVAC technician for the legal and safety issues related to the industry. Employee, employer, and customer relations will be explored. The student will learn to self-evaluate their personal and technical skills and prepare a professional plan for growth. Three class hours.

HVA 201  Electronic Controls and Troubleshooting  3 Credits
A review of AC and DC theory and wiring diagrams. Use of multimeters, watt/hour meters, amprobes, oscilloscopes and power sources. Students will devote considerable time to learning how to troubleshoot electrical problems through the use of load simulators such as the Ranco system and printed circuit boards. Three class hours.
Prerequisites: HVA 105, MTH 135, PHY 100, or permission of department.

HVA 202  Boiler Systems  3 Credits
Covers the principles and theory of hot water and steam boilers. Topics covered are: design, controls, pumps and valves of boilers, New York State boiler codes, and the servicing of hot water and steam boiler systems. Three class hours.
Prerequisites: HVA 103 and HVA 105.

HVA 203  Commercial Load Calculation  3 Credits
Covers all the elements related to calculating loads in commercial applications. Topics covered will include: reading building blueprints, evaluating building conditions, heating and cooling load calculation, equipment selection, duct distribution systems, and use of fire dampers, access doors, detectors, diffusers, control systems. Three class hours.
Prerequisites: HVA 104, MTH 098 and PHY 100.

HVA 204  Energy Management  3 Credits
Covers the design and service of the appropriate energy management system for a given facility. Topics to be covered are: evaluation of mechanical systems, building structure, needs of occupant, duty cycling, microprocessor controls, preventative maintenance and cost analysis. Three class hours.
Prerequisites: HVA 104 and HVA 105.

HVA 205  New Products  3 Credits
An overview of all types of equipment currently on the market and in use in heating, ventilating, and air conditioning installations, both incidental and
commercial. It is designed to keep the student up to date with information on state-of-the-art developments in the field. Three class hours.  
Prerequisites: HVA 101, HVA 102 and HVA 105.

HVA 206  Advanced Heating Systems  3 Credits  
An advanced level course in heating systems focusing on fossil fuel technology and venting. There will also be discussions in calculating fuel economies and greenhouse effects. Three class hours.  Spring semester only.  
Prerequisites: HVA 103, HVA 104, MITH 135 and PHY 100.

HVA 207  Computers in HVAC  3 Credits  
A course demonstrating the role of the computer in the HVAC technologies. The student will receive an overview of the operation of six current computer programs in the HVAC specialties. Three class hours.  Fall semester only.  
Prerequisites: HVA 102, HVA 103 and HVA 104.

HVA 209  Refrigerant Technology  1 Credit  
A thorough understanding of the various refrigerant types are necessary for the heating, ventilating and air conditioning service technician. This short course will explore CFC’s, HFC’s, HCFC’s and the refrigerant retrofit procedures necessary in today’s changing energy field. Three class hours.  
Prerequisites: HVA 101, HVA 102, HVA 104 or permission of department.

HVA 210  Mechanical Estimating  4 Credits  
As many heating, ventilating and air conditioning personnel advance in their careers, the aspiration for many is to enter the area of estimating. This course will explore the fundamentals of blueprint reading, mechanical takeoff, reading mechanical specifications, equipment and labor estimating, both manually and by computer. This course is applicable to both residential and commercial contractors. Four class hours.  
Prerequisites: HVA 101, HVA 102, HVA 103, HVA 104, HVA 105 or permission of department.

HVA 211  Commercial Refrigeration  2 Credits  
Commercial refrigeration service is a specialization within the heating, ventilating and air conditioning industry. This course will provide the student with the understanding of ice machines, reach-in coolers and freezers, as well as walk-in coolers and freezers. Emphasis will be placed on repair of restaurant type equipment. Three class hours.  
Prerequisites: HVA 101, HVA 102, HVA 104, HVA 105 or permission of department.

HVA 212  Industrial Mechanical Systems  3 Credits  
In response to continued emphasis on energy conservation, the heating, ventilating and air conditioning industry has seen a resurgence in applications utilizing chillers, variable air volume and heat recovery systems. This course will provide the student with an understanding of these complex systems. Three class hours.  
Prerequisites: HVA 101, HVA 102, HVA 103, HVA 104 or permission of department.

HVA 220  Sheet Metal Fabrication  3 Credits  
This course will provide students with the theory and application of sheet metal fabrication for use in the field of residential and light commercial HVAC installation. Students will gain a working knowledge of floor and hand tools used in the trade and relevant safety issues. Geometry and math associated with fabrication are an integral part of this course. Two class hours, two laboratory hours.

HVA 271  Cooperative Education-Heating, Ventilating and Air Conditioning  4 Credits  
Students in the Heating, Ventilating and Air Conditioning certificate and degree programs may participate in a cooperative educational experience as a program elective. Students enrolled in this co-op must be able to work and document a minimum of 225 hours per semester. Both paid and unpaid work experience is acceptable. The Department Chair and the Co-op Director must approve the HVAC/R employer. In addition to the field work, students must attend a two hour per week classroom seminar. The Co-op Office, located in Rm. 3-108, will assist students in obtaining jobs. Present jobs may qualify. Students must have at least a 2.0 GPA to qualify for this opportunity. Part time students will be required to purchase student insurance while enrolled in this course. Offered Fall, Spring and Summer Semesters.  
Prerequisite: HVA 101.

HVA 275  Modern Welding Techniques  3 Credits  
This course is an introduction to MIG and TIG welding and plasma cutting. These skills are practical and often essential for various craftspersons. Students will work with aluminum, stainless steel, and other common metals in this course.

This course is offered off-site at Mahaney Welding. In addition to tuition, part-time students must purchase student insurance. Students should also expect to purchase a pre-packaged kit of course materials including their safety equipment and book.

History

HIS 102  Introduction to African-American Studies  3 Credits  
This is an interdisciplinary exploration of the experience and initiative of people of African descent throughout the world. Students will be introduced to the history, religion, sociology, politics, economics, creative production and psychology of African peoples, especially in the United States. In addition, the course introduces a variety of perspectives, theories, practical applications and methods of studying African peoples and their social evolution.

HIS 103  African-American History I  3 Credits  
Black interpretations of West African history and culture prior to the European invasions. The brutalizing impact of the slave trade on its victims and the accomplishments of the generations subjected to the distortions and degradation of American slave society before legal emancipation. Three class hours.  
(SUNY-AH)

HIS 104  African-American History II  3 Credits  
Black evaluations of the Afro-American resistance to legal and cultural racism from the Civil War to the black revolution of the 1960s and 1970s. A clarification of the impact of this constant struggle on the character of black Americans is the main theme. Three class hours.  
(SUNY-AH)

HIS 105  Western Civilization: Ancient and Medieval  3 Credits  
A survey of Western civilization from the building of pyramids to the age of faith, chivalry, crusades and cathedrals. It will highlight our oriental heritage, Greece and Rome; Christianity, the Germanic invasions and medieval life with emphasis on the rise of the middle class and national states. Three class hours.  
(SUNY-WC)

HIS 106  Western Civilization: Renaissance to the Napoleonic Era  3 Credits  
A survey of Western Civilization from the 1300’s to 1815 focusing on the Italian Renaissance, the Reformation, the Counter Reformation, the Scientific Revolution, the Enlightenment, the Age of Revolution and the Napoleonic Era. Three class hours.  
(SUNY-WC)

HIS 108  Western Civilization: Modern Europe  3 Credits  
Europe from the Industrial Revolution to the Nuclear Age. An analysis of world developments which followed the Industrial Revolution including Capitalism, Nationalism, Imperialism, Socialism, World War I Fascism, World War II and post-war changes. Three class hours.  
(SUNY-WC)

HIS 111  History of the United States to 1865  3 Credits  
A survey of the origin of the clash between the colonies and Great Britain, the framing of the Constitution, Jacksonian Democracy and its influence on the American character, the slavery issue, the growth of industry and territorial expansion. Three class hours.  
(SUNY-AH)

HIS 112  History of the United States Since 1865  3 Credits  
A survey of the reconstruction of the nation after the Civil War, the rise of industrial and urban dominance, the struggles affecting agriculture, industry and labor, the growth of the American empire, and the increasing role of government in American life. Three class hours.  
(SUNY-AH)
HIS 211  History of Sport in the United States  3 Credits
A survey of sport from its earliest Native American, African and European roots to the sport and games-oriented contemporary society. Professional, amateur and intercollegiate sports for men and women, and the Olympic Games movement are examined in detail. Three class hours. (SUNY-AH)

HIS 219  Twentieth Century Europe  3 Credits
An examination of the major political, economic, and intellectual theories which have transformed the world in the last century. The impact of ideas of Lenin, Freud, Mussolini, Hitler, Sartre, Einstein, and others are surveyed. Three class hours.

HIS 225  Early Russian History  3 Credits
An examination of the unique development of Russia from its Viking beginnings to the great Russian Empire: the Mongol-Tartar invasion, Westernization and expansion under Tzar Peter and Catherine the Great, Napoleonic invasion, reforms and revolutionary movements, beginning of Marxism, Russo-Japanese War and the Revolution of 1905. Three class hours. (SUNY-WC)

HIS 226  Modern Russian History  3 Credits
Traces Russo-Soviet history from the last Tzar and the revolutions of 1917 to the present. It includes a brief review of Marxist and other revolutionary movements, Lenin and Stalin. U.S.-Soviet Alliance in World War II, origins of Cold War, contemporary internal and foreign aspects of Soviet policy. Three class hours.

HIS 230  The Civil War and Reconstruction  3 Credits
This course examines the steps, causes, people, and events that led to the Civil War, the war itself, and the postwar period of Reconstruction. Special emphasis is placed on the dynamics and conflicts between the agrarian South and the emerging industrial North, and the reasons behind the war’s outcome. Three class hours. (SUNY-AH)

HIS 232  The United States in the Twentieth Century  3 Credits
Major social, political and economic problems of the U.S. with particular emphasis on the post World War II period. Three class hours. (SUNY-AH)

HIS 234  The Contemporary African-American Experience  3 Credits
A course of study dealing with the black experience in American life from 1933 to the present. Its main goal will be to study the significant events during this period that have impacted upon African Americans with particular emphasis on the Civil Rights Movement and its major personalities. Three class hours. (SUNY-AH)

HIS 240  The City in American History  3 Credits
A study of the rise of American cities from colonial times to present, discussing their contributions to American life, their problems of development, urban imperialism, boissim, urban reform, and the historic roots of the present urban crisis. Three class hours. (SUNY-AH)

HIS 253  Traditional East Asian History  3 Credits
The course will survey the histories of China, Japan, and possibly additional East Asian countries up to 1800. Topics will include the developments of the Chinese and Japanese emperorships, the development of the Japanese shogunate, and the developments of East Asian philosophies and religions and other elements of East Asian culture. Fall semester only. (SUNY-DWC)

HIS 254  Modern East Asian History  3 Credits
The course will survey the histories of China, Japan, and possibly additional East Asian countries from 1800 to the present. Topics will include the rise and fall of the Qing Dynasty, Edo Japan, the Meiji Restoration, World War II in Asia, the Chinese revolutions of 1911 and 1949, the Korean War, and postwar developments in East Asia. Spring semester only. (SUNY-DWC)

HIS 255  World War I  3 Credits
An examination of the causes, conditions and results of “The Great War,” with particular emphasis on the combatants of both major alliances, the Entente Cordiale and the Central Powers. Three class hours.

HIS 256  World War II  3 Credits
A survey of modern history from Hitler’s youth in Vienna to the dropping of the atomic bombs on Hiroshima and Nagasaki. Three class hours.

HIS 257  Modern Women: An Historical and Literary Perspective  3 Credits
A seminar examining the changing social, economic, political and cultural roles of American, Asian and European women from the late seventeenth century to the present. This course concentrates on historical developments that involve or affect women and the literature by and about them. Special attention is given to movements of inclusion and the inclusive language relating to those movements. Three class hours. This course satisfies the requirements of a literature course or a humanities elective. (SUNY-H)

HIS 258  World War II  3 Credits
An in-depth examination of a theme based on a multidisciplinary blend of related issues. Participants are required to read extensive background material and to write an interpretive essay developing the theme or related topic. General elective credit. Three class hours. With permission of advisor, may be substituted for literature, humanities or social science elective. (SUNY-H)

HIS 259  Modern East Asian History  3 Credits
The Holocaust is studied as a transcendent narrative, a lens for exploring genocide and human rights. Building upon knowledge gained in American History and Western Civilization, both historical and cultural analyses are used to reflect upon the human capacity to marginalize, objectify, terrorize, and exterminate the “other” simply for existing. The course’s major theme is that, theoretically and pragmatically, liberal democracy and human rights—clearly articulated and consistently enforced—are the only constraints against the “beast” of state-sponsored or state-initiated violence. Prerequisite: PSY 101 or SOC 101 or ANT 102, or permission of instructor and ENG 101 highly recommended

HIS 260  World War II  3 Credits
This course examines the period 1945-1982—the years before, during, and just following the end of the Cold War. Special emphasis is placed on the nuclear age and its various impacts upon U.S. society; the Cold War conflict between the United States and the former Soviet Union; the ramifications of the United States’ engagement in the Vietnam War; and the collapse of the Soviet Union. Three class hours. (SUNY-AH)

HIS 262  The Cold War Era  3 Credits
The course satisfies the requirements of a literature course or a humanities elective. (SUNY-H)

HIS 290  Independent Study  Variable Credit
See the Department Chairperson.

Honors Studies

HMN 295  Honors Seminar in the Humanities  3 Credits
An exploration of humanistic themes that draw upon the arts, literature, and ideas of selected periods and cultures. Emphasis will be on developing discussion skills as well as the critical examination of the honors themes through essay writing and/or projects in other media. Humanities credit. Three class hours. (SUNY-H)

IDC 195  Honors Seminar in Critical Analysis  3 Credits
An interdisciplinary examination of a selected theme that will develop critical thinking, discussion leading, and expository writing abilities. Primarily for honors students beginning college studies. Three class hours. (SUNY-H)

IDC 295  Interdisciplinary Honors Seminar  3 Credits
An in-depth examination of a theme based on a multidisciplinary blend of related issues. Participants are required to read extensive background material and to write an interpretive essay developing the theme or related topic. General elective credit. Three class hours. With permission of advisor, may be substituted for literature, humanities or social science elective. (SUNY-H)
SBS 295  Honors Seminar in the Social and Behavioral Sciences 3 Credits
A critical analysis of issues of human adaptation and growth, using social and behavioral science models and concepts. Extensive background reading, personal involvement, and interpretive writing are required of all participants. Social Sciences credit. Three class hours. (SUNY-SS) Prerequisites: Permission of Coordinator of Honors Studies.

SCI 295  Honors Seminar in the Natural Sciences 3 Credits
An examination of the major biological, chemical, geological and physical issues and processes related to human influence on the earth and its systems and functions. Students will gain insights through independent research, review of the literature, and an in-depth examination of global, national, and local issues. Natural Science credit. Three class hours. Prerequisites: Permission of Coordinator of Honors Studies.

HONORS SECTIONS
In addition to the Honors Seminars, a variety of sections of multi-section courses are offered each semester as Honors Sections. Although the course material will be basically the same in honors and non-honors sections of a particular course, students in the honors sections will have the opportunity to further develop their ideas and understanding by exploring the material in greater depth.

Hospitality

CE 260  Cooperative Education-Hospitality Management 4 Credits
Students who work or desire to work, either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career-related classroom seminar (2 hours per week on campus or online) while working at a job (225 hours per semester) in the area of hospitality management. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester, entitles a student to receive four credit hours. The Experiential and Adult Learning Office, located in Rm. 3-108E, will assist in obtaining jobs. A student’s present job may qualify. Appropriate work experience must be approved by the instructor. Individuals must have completed 24 credit hours, with a 2.0 GPA. Exceptions permitted with permission from the instructor.

HSP 101  Introduction to the Hospitality Industry 3 Credits
This course is a study of the fascinating worlds of lodging, food and beverage service, meeting planning, travel and tourism, and the related businesses that make up the hospitality industry. Provides an overview of the components of this vast industry and their interlocking network. Three class hours.

HSP 102  Hospitality Service 4 Credits
Students will utilize service skills by interacting with customers and team members in an actual hospitality environment. In addition to this hands-on component, students will examine customer related skills in a classroom environment through the use of lecture, role play, and small group conferences. One class hour, four laboratory hours, one conference hour.

HSP 180  Food Appreciation 3 Credits
This course is designed to increase a student’s excitement, appreciation and knowledge of fine foods. Topics include domestic and foreign food sources, demonstrating preparation techniques, identify standards for flavor tasting, and use the food pyramid for meal pairings. The outcome is that the student will be able to confidently communicate this knowledge about fine foods to others. This will be accomplished through demonstrations, field trips, class presentations, and hands-on experiences. Three class hours.

HSP 201  Hospitality Human Resources Management 3 Credits
This course examines the theoretical and hands-on applications of management and supervisory practices in the hospitality industry. Communication strategies, recruitment, performance standards, evaluation techniques, diversity issues, and staff training are a few of the topics that will be discussed. Three class hours.

HSP 202  Introduction to Conference and Event Planning 3 Credits
This course is a comprehensive overview of the process of planning meetings, conferences and special events. Step-by-step organization, preliminary planning, site selection and timing strategies are among the topics to be discussed. Students will discover where conference and event planning fits into the overall scope of the hospitality industry. Three class hours.

HSP 211  Hospitality Law 3 Credits
This course is a comprehensive overview of the process of planning meetings, conferences and special events. Step-by-step organization, preliminary planning, site selection and timing strategies are among the topics to be discussed. Students will discover where conference and event planning fits into the overall scope of the hospitality industry. Three class hours.

HSP 221  Hospitality Law 3 Credits
A study of the laws impacting the hospitality industry. Topics include An Introduction to Law, Court Systems, Civil Rights Law, Employment Law, Contracts, Torts, Regulations Governing the Sale of Food and Alcohol, Responsibility for Guests’ Property, Legal Rights of Innkeepers and Restaurateurs, and Casino Law. Fall Semester only. Three class hours.

HSP 222  Integrated Studies for Hospitality Management 1-3 Credits
A specialized focus on the alliance of the food, hotel, and tourism management areas. This course emphasizes the interrelationship of these three areas in the field of catering, resort management, and destination appeal. Practical observation is provided either through domestic or international experiences via air, rail, ship, or motorcoach transportation. Hotel inspections and destination sightseeing, as well as restaurant tours, are an integral part of the course. Since the location, duration of the course, and course assignments will vary each semester, the credit hours also vary from one to three credits. Specific course requirements for each course can be obtained from the Department. Special fees include the cost of transportation to the course site, lodging, food, and miscellaneous expenses. Five to fifteen class hours, 30-90 laboratory hours, depending on credits.

HTL 105  Hotel Operations 3 Credits
This course is designed to provide students with a comprehensive, fundamental understanding of how hotels are managed with respect to the rooms perspective (reservations, front desk, housekeeping, engineering, and security). Through computer simulation, property tours, and guest lecturers, students will be exposed to the operational positions and responsibilities of the different areas of the rooms division. Food and beverage, sales and marketing, and the accounting office will be addressed with respect to how each of these departments interact with the rooms division. Spring Semester only. Three class hours.

HTL 206  Hotel Sales and Marketing 3 Credits
Students will be introduced to the principles and procedures of hotel sales and marketing by taking part in “learn by doing” activities. A sales blitz, a high pressure sales experience, and developing a marketing plan for a local hotel may be included. This course addressed market research, advertising, public relations, and the operation of a sales department within a hotel. Sales techniques as they relate to individuals, companies, organizations, and groups will also be explored. Fall Semester only. Three class hours.
Human Services

HUM 100 Entry Level Skills for the Human Services Student 3 Credits
This is a prerequisite course for students presently enrolled in TRS 105 who would like to enroll in HUM 101 Introduction to Human Services. It will include an overview of the field, career choices within Human Services, an understanding of the field work experience, self-assessment, and a development of personal learning goals and plans. Three class hours.

HUM 101 Introduction to Human Services 4 Credits
Introduction to generic issues in human services. Role definition, boundaries, and ethics of professional relationships. Examination of self-awareness in the helping relationship and development of beginning group skills. Development and practice of observing, listening, recording and interviewing skills. Discussion and analysis of field work experiences. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 111 Field Work in Human Services I. Prerequisite: Placement exam at ENG 101 level. Corequisite: HUM 111.

HUM 102 Basic Helping Skills 4 Credits
Development of basic helping skills, including sensitivity, empathy, attending, questioning, confrontation, and problem solving. Examination and evaluation of client assessment, goal setting, case planning, case management. Further practice in group process and continuation of skill development in observing, listening, interviewing, recording and reporting. Discussions and analysis of field work experience. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 112 Field Work in Human Services II. Prerequisite: HUM 101 with a grade of C- or better.

HUM 106 Human Services Focus 4 Credits
Designed to allow maximum, flexible response to specific needs of groups and agencies with particular human service problems. Details of specific offerings will be available at registration time each semester offered. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 116 Field Work in Human Services Focus. Prerequisite: HUM 101 with a grade of C- or better.

HUM 111 Field Work in Human Services I 2 Credits
On the basis of his or her particular interests, each student chooses the kind of community agency in which he/she would like to train. Under the guidance of experienced agency supervisors, the student begins the reality testing process in the paraprofessional role. Carefully graded opportunities to take responsibility for agency clients. In conjunction with this course, the student must take and pass HUM 101 Introduction to Human Services. Open only to students in HUM 101. Nine field work hours per week.

HUM 112 Field Work in Human Services II 2 Credits
Student chooses this field work placement in accordance with his or her emerging career goals. Opportunities for taking increasing amounts of responsibility for agency clients. Planning with experienced agency supervisor to develop specific skills needed to function effectively as a member of the agency’s helping service team. In conjunction with this course, the student must take and pass HUM 102 Basic Helping Skills. Open only to students in HUM 102. Nine field work hours per week. Prerequisite: HUM 111 with a grade of C- or better.

HUM 116 Field Work in Human Services Focus 2 Credits
A Human Services field work course designed to meet the needs of students in Human Services focus courses. This course provides practical experience in the service field for each Human Services focus course. In conjunction with this course, the student must take and pass HUM 106 Human Services Focus. Open only to students in HUM 106. Nine field work hours per week. Prerequisite: HUM 111 with a grade of C- or better; co-requisite: HUM 106.

HUM 201 Models of Helping 4 Credits
Examination of models of human service helping, survey of major community resources, and study of the referral process. Exploration of career and transfer opportunities, with preparation of resume and cover letter. Advanced group process, and discussion and analysis of field work experience. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 211 Field Work in Human Services III. Prerequisite: HUM 102 with a grade of C- or better.

HUM 202 Human Service Systems 4 Credits
Examination of human service systems and of characteristics of society that impel communities to assume responsibility for providing human services. Exploration of various strategies for meeting individual and community needs. Increased responsibility for integrating helping skills into small-group setting. Discussion and analysis of field work. Students must be qualified (based on Accuplacer) to take ENG 101 in order to register for this course. Four class hours. In conjunction with this course, the student must take and pass HUM 212 Field Work in Human Services IV. Prerequisite: HUM 201 with a grade of C- or better.

HUM 210 Disability Across the Lifespan: Strategies for the Human Services Worker 3 Credits
The course provides a basic understanding in the identification, prevalence and characteristics of individuals with disabilities across the lifespan. Additionally, the course will review legal mandates and historical movements that have shaped and defined the disability community today. Students will explore resources that will assist them in working with individuals with disabilities across the lifespan.

HUM 211 Field Work in Human Services III 2 Credits
Students select field placement to enhance attainment of individual career goals. Under experienced agency supervisors, students carry increased responsibility for clients and for agency program planning. Further development of the specific helping skills needed for effective functioning in the chosen agency. In conjunction with this course, the student must take and pass HUM 201 Models of Helping. Open only to students in HUM 201. Nine field work hours per week. Prerequisite: HUM 112 with a grade of C- or better.

HUM 212 Field Work in Human Services IV 2 Credits
Field work placement in the special field of prospective employment. With the guidance of experienced agency supervisors, students carry increasing responsibility for program planning and coordination with other agencies, and whenever possible, experience with the change-making process in agency and community. Routine supervision of less experienced agency employees. In conjunction with this course, the student must take and pass HUM 202 Human Service Systems. Open only to students in HUM 202. Nine field work hours per week. Prerequisite: HUM 211 with a grade of C- or better.

HUM 290 Independent Study Variable Credit
See the Department Chairperson.
**Humanities**

**HMN 101 Humanities Focus**
3 Credits
An interdisciplinary humanities course designed to introduce A.A. degree students to various specific topics developed from the general knowledge areas delineated in the A.A. degree content/structure. The general knowledge areas include: challenges of scientific knowledge, changing values and conditions, creative action, awareness of human culture, and global interdependence. The focus of a specific topic will not duplicate materials developed within other Divisional and/or Departmental offerings. Three class hours.

**HMN 110 Self-Reliance**
3 Credits
Principles of independent living. An introduction to the literature and philosophy of self-reliance, and to practical ways people can provide more of their own needs for energy, shelter, food, possessions, and self-education. Each student will design his/her own self-reliance project. In addition there will be numerous hands-on class projects: home energy audits, barter, cold-frame construction, solar collector construction, organic gardens, and/or others. Discussions will focus on the economic, ecological, resource, and personal implications of a life of self-reliance and simplicity. Three class hours.

**HMN 220 Western Humanities I**
4 Credits
An interdisciplinary search for moral, social, and political alternatives and meaning embodied in the institutions, culture, and literature of Western Civilization from the beginnings to 1600. This course is factual as well as conceptual, including a narrative history of the period covered. Writing Intensive. Four class hours. (SUNY-WC/H)

**HMN 221 Western Humanities II**
4 Credits
An interdisciplinary search for moral, social, and political alternatives and meaning embodied in the institutions, culture, and literature of Western Civilization from 1600 to the present. This course is factual as well as conceptual, including a narrative history of the period covered. Writing Intensive. Four class hours. (SUNY-WC/H)

**HMN 222 Seminar: Enduring Questions in Humanities**
4 Credits
This capstone seminar focuses on issues of significance in the human condition. Thematic in scope, the interdisciplinary course explores aesthetics and thought in art, music, literature, drama, film, philosophy, television, dance, and other humanistic efforts. This course will vary in content each semester. (SUNY-H)
Prerequisites: HMN 220, HMN 221

**Industrial Instrumentation Technology**

**INT 110 Pneumatic and Mechanical Measurements**
4 Credits
General classes of pneumatic/mechanical transducers are studied with particular emphasis upon fundamental physical principles upon which operation depends. Laboratory problems involve transducers in pneumatic/mechanical measuring systems. Pneumatic transmitter mechanisms and sub-assembly are also studied. Three class hours, three laboratory hours.

**INT 204 Electrical and Analytical Measurements**
4 Credits
Studies the principles and limitations of electrical transducers used in the measurement of pressure, flow, temperature, humidity, pH, etc. Studies the special circuitry (e.g. potentiometers, bridges, etc.) used in commercial indicators and recorders. Studies analytical measurement systems as used by the process industries. Laboratory activities include bridge measurements, laboratory transducers, flow transducers, pressure transducers, pH and moisture measurement transducer studies. Fall semester, days only. Three class hours, three laboratory hours. Prerequisites: INT 110 or OPT 135 and INT 121 or OPT 130, with a grade of C or better, or permission of instructor.

**INT 206 Instrument Test, Calibration and Repair**
3 Credits
This laboratory course simulates a typical industrial instrument shop for test, calibration, and repair of industrial process instrumentation equipment. Students learn repair and calibration procedures from the technical literature supplied. Students use laboratory standards and test equipment. Static calibration of gauges, meters, pressure transmitters, special signal conditioning devices, and recorders is performed. Students write calibration reports and document calibrations in a laboratory notebook. Fall semester, days only. Two class hours, two laboratory hours. Prerequisites: TEK 101, ELT 121, or ELT 130 or permission of department.

**INT 209 Automatic Process Control Principles**
5 Credits
A basic study of open and closed-loop automatic control theory. Pneumatic, electronic (Analog), and digital electronic controllers are studied and applied to specific processes. Transmitters, positioners, valve operators, and controller mechanisms which produce proportional, rate, and reset responses are studied. Techniques of obtaining optimal controller settings are studied. Laboratory experience includes a project choice such as building and analyzing a control loop. A formal project report is required. Spring semester, days only. Three class hours, four laboratory hours. Prerequisite: ELT 121 or ELT 130 or permission of department.

**CDL 100 Career Development and Life Planning**
1 Credit
This course introduces students to the elements of career decision making with emphasis on the process of career and life planning. It is designed for students who are interested in learning more about themselves and their career choices. Whether you are undecided about your career, making a career change or exploring your career options, this course will help you become more self-aware and provide you with a foundation to build your career path. Includes a writing component related to personal experience. Prerequisite/Corequisite: TRS 105 recommended.

**CDL 101 Career and Life Planning for Returning Adult Students**
2 Credits
An in-depth examination of the elements in career decision-making with emphasis on the process of career and life planning for the returning adult student. Topics include life renewal, functional learning, skills assessment, values, interests, decision-making, goal-setting, and the world of work. Thirty instruction hours per semester.

**CDL 110 Career and Life Planning for Undeclared Students**
2 Credits
This experiential course introduces students to the elements of career decision-making with emphasis on the process of career and life planning. It is designed for students who are interested in learning more about themselves and their career choices. The career development needs of undeclared students will be emphasized through a multi-phase approach including self-exploration, decision-making strategies, career exploration, career counseling, and career planning. Career forums featuring professionals from various career areas will be included. One class hour, one conference hour. Offered both Fall and Spring Semesters.
IDE 100  Interior Decoration and Design  3 Credits
This course is for students not matriculated in Interior Design. It covers the decoration and design of residential interiors. Through analysis of historical precedents students will learn to assess existing conditions and consider alternative approaches to design which are based on aesthetic, functional, and cultural considerations. Attention will be given to historical and contemporary style, the basic principles of design, the practical use of space, and the selection and application of materials. This course fulfills the requirements for a Humanities elective. Three class hours.

IDE 101  Introduction to Interior Design I  3 Credits
An introduction to the primary components of interior design including the elements and principles of design, color theory, and the design process. Attention will be given to exploration of the interior design field, including employment opportunities, requirements for practice, and recent legislation impacting the practice of design. Three class hours.

IDE 102  Introduction to Interior Design II  3 Credits
A continuation of IDE 101. This course will explore the physical properties of interior design including building construction, interior components and materials, furnishings, and furniture arrangement. Three class hours.
Prerequisite: IDE 101 with a grade of C or better

IDE 121  Interior Design Communication I  4 Credits
Course introduces the student to methods of design communication including model building and mechanical drawing. Emphasis is placed on the study of the relationships of space and form and how these are communicated in both two and three dimensional media. Two class hours, four laboratory hours.
Prerequisite: Math placement Level 3 or higher, or TRS 094 or higher

IDE 122  Interior Design Communication II  4 Credits
Introduces the student to perspective drawing techniques as used to present design concepts to the client. Emphasis will be placed upon one and two-point perspective drawing and the communication of finish selections through the use of marker rendering. Two class hours, four laboratory hours.
Prerequisite: IDE 121 with a grade of C or better

IDE 160  CAD for Interiors  3 Credits
Provides students with the basic knowledge necessary to complete two-dimensional architectural drawings using CAD software. Emphasis will be placed on development of multiple views and integration of revisions. Two class hours, two laboratory hours.
Prerequisite: IDE 121 with a grade of C or better.

IDE 201  Interior Design III  3 Credits
Provides practical application of interior design concepts to the residential design project. Students will work on a variety of residential problems with emphasis on client contact and interviewing, program development, and design development. Communication of design concepts via a variety of media and presentations will be required. Two class hours, two laboratory hours.
Prerequisites: IDE 122, IDE 160 and IDE 102 with a grade of C or better; corequisite: IDE 260

IDE 202  Interior Design IV  3 Credits
Provides practical application of interior design concepts to the nonresidential design project. Students will work both individually and in groups, on a variety of nonresidential problems with emphasis on issues of accessibility and ergonomics. Communication of design concepts via a variety of media and presentations will be required. Two class hours, two laboratory hours. 
Prerequisites: IDE 201.
Leadership

**LDS 202 Leadership and Decision Making** 3 Credits
This course provides a foundation in organizational dynamics and decision making. It emphasizes the main theories, models and approaches related to topics such as group processes and dynamics, rational and non-rational models of problem solving, group composition, cooperation in conflict; the organizational dynamics of diversity; formal and informal models of leadership; organizational culture; and organizational learning and development.
Prerequisite/Corequisite: LDS 101, LDS 102

**LDS 204 Leadership in the Local and Global Community** 3 Credits
This course is intended to develop a greater awareness of and sensitivity to the importance of ethical components of managerial decision making. It is designed to provide students with conceptual tools and frameworks useful for analyzing business decisions, practices and policies in terms of their legal, ethical and public policy dimensions. This course will also prepare future leaders to meet their social obligations, function within organizational realities, and manage the complex interrelationships with other groups and institutions.
Prerequisites: LDS 101 and LDS 102

Manufacturing Technology: Automation / Robotics

**MFG 201 Computer Aided Manufacturing** 2 Credits
Through lecture and lab exercises, the student learns to transfer CAD data to a computerized numerically controlled machine and create actual parts. CNC and post processor fundamentals will be emphasized. One class hour, three laboratory hours.
Prerequisites: MET 121 or permission of department.

**MFG 202 Design for Robotics** 3 Credits
This hands-on course introduces the organization and operation of robots in a flexible manufacturing system. End of arm tooling design, work cell design and applications to an automated line will be presented. Two class hours, two laboratory hours.
Prerequisite: MET 121 or permission of department.

**MFG 203 Manufacturing Planning** 3 Credits
This course will expose the student to the paperless factory environment. The student is introduced to the manufacturing cycle from order entry to material, capacity and production requirements through inventory management, to the eventual invoicing of the customer. State-of-the-art computer systems are utilized to provide students with hands-on experience to the vital topics of production planning and operations. Three class hours.

**MFG 205 Plant Layout and Material Handling** 3 Credits
An introduction to planning, site selection and design of a manufacturing facility. Plant layout and materials handling techniques for various types of industries are covered. The student will design a plant around a product. Two class hours, two laboratory hours.
Prerequisites: MFG 201, MFG 202, MFG 203.

Marketing

**MAR 201 Dynamics of Selling** 3 Credits
Factors involved in effective selling: methods of conducting the sales presentation, application of psychological and persuasive selling techniques. Three class hours.
Prerequisite: BUS 104 with a C or better

**MAR 203 Sports and Entertainment Marketing** 3 Credits
An in-depth look at the market-driven entertainment and sports industries. This course examines the dynamics of marketing various forms of entertainment including product tie-ins, cross promotions, the branding of persons, events and venues, entertainment marketing research, reputation management, the underlying economic factors, and marketing communication strategy. The course will examine marketing strategies based on changing public tastes, expanding channels of distribution, the role of new technology, as well as business venture trends. We will also look at legal issues and other challenges facing the marketing of sports and entertainment products. The course utilizes a combination of lecture, discussion, and project-based learning. Short, current case studies from key areas will be discussed. We will combine theoretical marketing models with practical examples. Three class hours.
Prerequisite: MAR 200 with a C or better OR BUS 104 with a C or better

**MAR 204 Advertising** 3 Credits
Effective use of advertising media, integration of promotion plans and sales techniques with advertising. This course will be offered in the Fall Semester during the evening and in the Spring Semester during the day. Three class hours.
Prerequisite: MAR 200 with a C or better

**MAR 290 Independent Study** Variable Credit
See the Department Chairperson.
**Massage Therapy**

**MAS 120 Introduction to Massage Therapy 3 Credits**
This course introduces students to the basic treatment strokes used in western massage therapy as well as client draping, client positioning, use of oils, use of equipment, hygiene and principles of treatment, joint manipulation, body mechanics, and therapist’s self-care. The physiological effects of massage on the circulatory system and skin are covered. Two class hours, three laboratory hours. Offered Fall, Spring and Summer Semesters. 
Prerequisite(s): Successful completion of high school or college level courses in Biology, Chemistry, and Algebra with a grade of C or higher, or permission of program coordinator; corequisites: MAS 130, BIO 142.

**MAS 130 Massage Therapy Professionalism 2 Credits**
This course introduces the student to the ethical responsibilities associated with the profession of massage therapy, including New York State law, scope of practice, guidelines for practice, requirements for licensure, professional communication, characteristics of the profession, therapeutic boundaries, and cultural diversity. Labs cover ethics of touch while introducing the student to clinical anatomical assessment through palpation. One class hour, three laboratory hours. Offered Fall, Spring and Summer Semesters. 
Prerequisite(s): Successful completion of high school or college level courses in Biology, Chemistry, and Algebra with a grade of C or higher, or permission of program coordinator; corequisites: MAS 120, BIO 142.

**MAS 140 Swedish Massage 2 Credits**
Students focus on the development of Swedish treatment routines for both the table and chair. Hydrotherapy and psychological effects and benefits of massage are covered. Clinical documentation for Swedish treatment is introduced. One class hour, three laboratory hours. Offered Fall, Spring and Summer Semesters. 
Prerequisite(s): A minimum grade of C in MAS 120, MAS 130, and BIO 142; corequisites: MAS 150, BIO 143.

**MAS 150 Western Medical Massage 3 Credits**
This course introduces students to Western Medical Massage. It covers the more specific physiological effects and benefits of massage therapy relative to each of the systems of the body. Students learn the application and precautions of treating acute and chronic conditions and other pathological conditions. Professional clinical documentation is practiced. Two class hours, three laboratory hours. Offered Fall, Spring and Summer Semesters. 
Prerequisite(s): A minimum grade of C in MAS 120, MAS 130, and BIO 142; corequisites: MAS 140, BIO 143.

**MAS 210 CAM-Alternative Therapies 2 Credits**
Students are introduced to Complementary and Alternative Medicine (CAM). A survey of bodywork therapies, energy work therapies and mind-body therapies are covered as categorized by the National Center for Complementary and Alternative Medicine (NCCAM) and relative to massage therapy. The pathology to these therapies is covered. Students further develop their skills treating clients and completing SOAP notes. One class hour, three laboratory hours. Offered Fall, Spring and Summer Semesters. 
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150, and BIO 143; corequisites: MAS 220 or permission of program coordinator.

**MAS 220 Special Populations 3 Credits**
This course introduces the student to the assessment and treatment of special populations in preparation for MAS 260 (Massage Therapy Clinical), including HIV/AIDS/ Hepatitis C, geriatric, cancer, hypertension/cardiac, post traumatic stress, chronic fatigue/fibromyalgia, hypertension, pregnancy, and special needs. The pathologies for these conditions and contraindications are also taught. Two class hours, three laboratory hours. Offered Fall, Spring and Summer Semesters. 
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150, and BIO 143; corequisites: MAS 210, BIO 244 or permission of program coordinator.

**MAS 230 Introduction to Orthopedic/Sports Massage 3 Credits**
This course introduces the student to orthopedic and sports specific massage. It includes identifying specific pathologies of the musculoskeletal system, application of detailed treatment in the massage therapy setting including neuromuscular and connective tissue techniques, pre and post competition massage, and professional documentation of treatments (SOAP). Two class hours, two laboratory hours. 
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150 and BIO 143; corequisites: MAS 210, MAS 220, BIO 243, and BIO 244, or permission of program coordinator.

**MAS 240 Shiatsu 3 Credits**
This course introduces students to the eastern massage technique of Shiatsu, including history, five element theory, eastern pathology, body mechanics, self-care, and client communication. Comprehensive study of the twelve major meridians is covered. Two class hours, three laboratory hours. Offered Fall, Spring and Summer Semesters. 
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150 and BIO 143.

**MAS 250 Massage Therapy Seminar 2 Credits**
This course prepares the student for successful entry into the profession of massage therapy. Case studies and topics relative to MAS 260 (Massage Therapy Clinical) are discussed weekly in order to fine tune client-centered communication and treatment skills. How to start out in business, self-employment ethics, self-care for longevity in the profession, and New York State Board preparation are covered. A capstone senior project is completed in this course. One class hour, three laboratory hours. 
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150, BIO 142, and permission of program coordinator; corequisite: MAS 260.

**MAS 260 Massage Therapy Clinical 5 Credits**
This is an all laboratory course. Students assess and treat clients under the on-site supervision of a licensed massage therapist in order to complete the 150 hours of internship required for licensure by New York State. Students’ professional treatment skills are evaluated by their clients and assessed by the instructor of the course. Ten laboratory hours. Offered Fall, Spring and Summer Semesters. 
Prerequisite(s): A minimum grade of C in MAS 140, MAS 150, BIO 143, and permission of program coordinator; corequisite: MAS 250, or permission of program coordinator.

**Mathematics**

We live in a world enriched by technology. To that end, the Mathematics Department embraces the selected use of technology, e.g., calculators, computer instruction, online testing, and online assignments, to enhance the learning of mathematics. Some MCC mathematics courses are available via non-traditional delivery methods such as hybrid courses, online courses, and courses taught exclusively in computer classrooms. Many mathematics instructors, in both traditional and non-traditional classes, require that students use online ancillaries as part of their courses, including online tests and assignments. Students should refer to their instructor’s course information sheet for details. If there are questions or concerns about the use of technology, students are encouraged to contact their instructor, preferably before classes start.

**Mathematics Placement:**
Correct placement is important for optimizing a student’s chances of success in mathematics. Options for a student’s first course in mathematics at MCC depend on the student’s placement level as indicated in the table below. Placement test scores are used to determine initial placement levels. Placement levels may be revised based on a review of the student’s previous transcripts, on SAT or ACT test results, or on pretesting during the first week of a TRS class. Regardless of placement level, students must satisfy the published course prerequisites.

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www.monroecc.edu/go/courses
Mathematics Placement

Placement Level - First Course Options

LEVEL 1 - TRS 092
LEVEL 2 - TRS 094, or *MTH 130
LEVEL 3 - *(TRS 094 or MTH 130 or 150)
LEVEL 4 - *(MTH 098 or 130 or 150)
LEVEL 5 - *(MTH 098, or 099&104** or 130 or 150 or 151)
LEVEL 6 - *(MTH 104 or 130 or 135 or 150 or 151)
LEVEL 7 - *(MTH based on program and prerequisite)

*MTH 098, MTH 099, and MTH 104 are developmental courses. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science degree.

**MTH 099&104 means that the student registers for the 099 lab with the 104 class.

MTH 098 Elementary Algebra* No Credit

A first course in algebra. Topics include, but are not limited to, solving linear equations and inequalities, arithmetic operations on polynomials, factoring polynomials, introduction to rational and quadratic equations, simplifying expressions containing integer exponents, introduction to radicals and rational expressions, graphing linear equations, solving systems of two linear equations, and appropriate applications of these topics. In addition to regular homework assignments, student will be required to spend an average of one hour each week outside of class time on a supplemental learning activity as determined by the instructors (worksheets, computer software or other media). Four class hours per week; four test hours; four credit hours; no earned credits.

Prerequisite: TRS 094 with a grade of C or better, or MCC Level 4 Mathematics Placement.

*MTH 098, MTH 099, and MTH 104 are developmental courses. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science Degree.

MTH 099 Elementary Algebra Review (lab for Intermediate Algebra) No Credit

Laboratory activities in algebra to supplement specially designated sections of MTH 104. Topics to be covered include, but are not limited to, reviewing arithmetic operations on real numbers, solving linear equations, graphing on the Cartesian Coordinate system and factoring polynomials. Two laboratory hours per week; one test hour; one credit hour; no earned credits.

Prerequisite: MTH 098, MTH 099, Level 3 Mathematics Placement or permission of instructor.

*MTH 098, MTH 099, and MTH 104 are developmental courses. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science degree.

MTH 104 Intermediate Algebra* 4 Credits

A second course in algebra with a brief introduction to right triangle trigonometry. Topics include quadratic factoring, quadratic equations in one and two variables, algebraic fractions, exponents and radicals, linear systems, graphing techniques, and appropriate applications of each of the topics. Four class hours. In addition to regular homework assignments, students will be required to spend an average of one hour each week, outside of class time, on a supplemental learning activity (computer software, videotapes, worksheets, audiotapes) as determined by the instructor.

Prerequisite: MTH 098 with a grade of C or better, or MTH 099 with a grade of C or better, or MCC Level 6 Mathematics Placement.

*MTH 098, MTH 099, and MTH 104 are developmental courses. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science degree.

MTH 135 Introduction to Technical Mathematics** 4 Credits

An introductory course dealing with the development of algebraic and trigonometric concepts needed to solve problems in various technical areas. Topics include measurement and approximation, ratio and proportion, dimensional analysis, intermediate algebra, geometry, and right triangle trigonometry. Four class hours. NOTE: A specific calculator will be required of all students in this course.

Prerequisite: MTH 098 with a grade of C or better, or MCC Level 6 Mathematics Placement.

**MTH 135, MTH 140 and/or MTH 141 are required in various technology programs. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science degree.

MTH 140 Technical Mathematics III** 3 Credits

A course dealing with the algebraic and trigonometric concepts needed to solve problems in various technical areas. It includes a study of linear and trigonometric equations, dimensional analysis, ratios and proportion, functions and their graphs, right triangle trigonometry, graphs of trigonometric functions, vectors, and statistical topics. Three class hours. NOTE: A specific calculator will be required of all students in this course. (SUNY-M)

Prerequisite: MTH 135 with a grade of C or better or MTH 104 with a grade of C or better, or MCC Level 6 Mathematics placement.

**MTH 135, MTH 140 and/or MTH 141 are required in various technology programs. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science degree.

MTH 141 Technical Mathematics II** 3 Credits

An extension of the concepts developed in MTH 140. Topics included are complex numbers, higher degree equations, oblique triangle trigonometry, exponential equations, logarithms, systems of linear and quadratic equations, and inequalities. Three class hours. NOTE: A specific calculator will be required of all students in this course.

Prerequisite: MTH 140 with a grade of C or better or equivalent.

**MTH 135, MTH 140 and/or MTH 141 are required in various technology programs. They do not fulfill a mathematics requirement for an Associate in Arts or Associate in Science degree.

MTH 150 Survey of Mathematics 3 Credits

A study of various topics including an introduction to estimation, algebra, geometry, consumer mathematics, probability and statistics, with an emphasis on critical thinking and interpreting results. Other topics may be covered at the discretion of the instructor. Three class hours. MTH 150 is a common selection by Liberal Arts students with fewer than three years of high school mathematics. MTH 150 is not a prerequisite course for MTH 160 or higher. Although this course can satisfy your mathematics requirement for some MCC programs and transfer to some baccalaureate institutions, if you are planning to transfer please speak with an academic advisor or a Career Center counselor to ensure that this course meets your goals. (SUNY-M)

Prerequisite: TRS 094 with a grade of C or better, or MCC Level 3 Mathematics Placement.

MTH 151 Mathematics in Our World 3 Credits

A study of various topics that explore the use of mathematics in the world around us. Topics include numbers in our lives (check digit schemes, modular arithmetic, and binary codes), voting and elections (methods and fairness criteria), routes and networks (paths, circuits, and spanning networks), and statistical research design and display (sampling, bias, and graphs). Three class hours. (SUNY-M)

Prerequisite: MTH 150 with a grade of C or better, or MTH 098 with a grade of C or better, or MTH 099 with a grade of C or better, or MCC Level 5 Mathematics Placement.

MTH 155 Mathematics for Elementary Teachers I 3 Credits

A course essential in developing the mathematical competency of the teacher or prospective teacher at the elementary level. Students will develop a comprehensive understanding of the mathematical curriculum recommended by the NCTM (National Council of Teachers of Mathematics) Standards, using a problem solving approach. Topics include historical development of numbers and number systems, study of whole numbers, integers, rationals, irrationals, and reals; abstract number systems; and elementary number theory. NOTE: MTH 155 is not a teaching methods course. Three class hours.

Prerequisite: MTH 104 with a grade of C or better, or MCC Level 8 Mathematics Placement.
Course Descriptions

MTH 156 Mathematics for Elementary Teachers II 3 Credits
A continuation of the concepts of MTH 155, which develop the mathematical competency of the teacher or prospective teacher at the elementary level. Students will develop a comprehensive understanding of the mathematical curriculum recommended by the National Council of Teachers of Mathematics (NCTM) Standards using a problem solving approach with appropriate technology. Topics include functions, probability, statistics, measurement, 2 and 3 dimensional geometry, transformational geometry, congruence and similarity. Three class hours. MTH 156 is a special interest course; check for availability. (SUNY-M)
Prerequisite: MTH 155 with a grade of C or better.

MTH 160 Statistics I 3 Credits
An introduction to descriptive and inferential statistics intended to give an understanding of statistical techniques and applications in a wide variety of disciplines. Topics include measures of central tendency; dispersion and position; correlation and regression; probability and probability distributions, including binomial and normal; the Central Limit Theorem; parameter estimation and hypothesis testing. Minitab statistical software is used. Three class hours. MTH 160 is an appropriate elective for most programs. (SUNY-M)
Prerequisite: MTH 104 with a grade of C or better, or MCC Level 8 Mathematics Placement.

MTH 161 Statistics II 3 Credits
Statistical inference with an introduction to experimental design. Topics include hypothesis testing and estimation for means, proportions and variances; sample size determination; uses of Chi-square distribution; analysis of variance; linear correlation and regression, non-parametric statistics and statistical research. Minitab statistical software is used. Three class hours.
Prerequisite: MTH 160 with a grade of C or better.

MTH 164 Introduction to Trigonometry 1 Credit
A first course in trigonometry. Topics include the trigonometric ratios, radian measure, angles in a coordinate system, ratio values for any angle, graphs of trigonometric functions and basic trigonometric identities and equations. A specific calculator will be required of all students in this course. One class hour.
Prerequisite: MTH 104 with a grade of C or better, or MCC Level 8 Mathematics Placement.

MTH 165 College Algebra 3 Credits
This course is intended to enhance algebraic skills and graphing techniques, and to prepare students for Precalculus Mathematics and Applied Calculus. Topics include properties of the real number system, linear and quadratic equations, polynomials, inequalities and absolute value, exponential and logarithmic functions and systems of linear and non-linear equations. Three class hours. MTH 165 is an appropriate elective even if not pursuing science or mathematics. (SUNY-M)
Prerequisite: MTH 104 with a grade of C or better, or MTH 140 with a grade of C or better, MCC Level 8 Mathematics placement.

MTH 166 Introduction to Data Analysis with Excel 1 Credit
An introduction to data analysis intended to give an understanding to applications involving basic descriptive statistics and regression. Topics include: statistical charts, measures of central tendency and dispersion, correlation, linear and non-linear regression modeling. Emphasis is on identification of model and interpretation. Excel software is used. One class hour.
Prerequisite: MTH 165 or Prerequisite: MTH 168 with a grade of C or better, or equivalent.

MTH 172 Technical Discrete Mathematics 3 Credits
An introduction to discrete mathematics primarily intended for students majoring in Information Technology or Computer Systems Technology. The emphasis will be on the development of technical discrete mathematics skills, rather than rigorous proof. Topics will include number systems, sets, logic, induction, elementary counting techniques, relations, functions, matrices, and Boolean algebra. Note: This course is not designed for students intending to major in Mathematics or Computer Science. Students intending to major in Mathematics or Computer Science should take MTH 220. Three class hours.
Prerequisite: MTH 141 or MTH 165 with a grade of C or better, or equivalent.

MTH 175 Precalculus Mathematics with Analytic Geometry 4 Credits
A study of the properties and graphs of polynomial, piecewise, absolute value, rational, logarithmic, exponential, and trigonometric functions. There is an introduction to coordinate geometry, including the study of circles, parabolas, ellipses, and hyperbolas. This course is intended to prepare students for the study of calculus. A specific calculator will be required of all students in this course. Four class hours.
Prerequisite: MTH 165 with a grade of C or higher or MTH 141 with a grade of C or higher, or equivalent.

MTH 200 Applied Calculus 4 Credits
An intuitive introduction to the principal ideas of differential and integral calculus. Among the topics covered are: functions (including exponential and logarithmic), limits, differentiation, and integration. Emphasis will be placed upon the use of calculus in solving problems from areas including business, economics, and the social and natural sciences. Four class hours.
Prerequisite: MTH 165 with grade of C or better, or equivalent.

MTH 210 Calculus I 4 Credits
This course will cover the basic concepts of differentiation of algebraic, trigonometric, exponential, logarithmic and inverse trigonometric functions. It includes an introduction to the concepts of limit, continuity and definite integral. Applications to rectilinear motion, graphing, maxima-minima, related rates, and area are explored. A specific calculator will be required of all students in this course. Students are advised to check with the Mathematics Department. Four class hours.
Prerequisite: MTH 175 with grade of C or higher, or high school precalculus course with a grade of B (83) or higher.

MTH 211 Calculus II 4 Credits
In this course, Riemann sums leading to definite integrals are used in applications to problems in physics and geometry. Also included are: techniques of integration, improper integrals, indeterminate limit forms, infinite series, Taylor polynomials, power series, and an introduction to first-order separable differential equations and their slope fields. A specific calculator will be required of all students in this course. Students are advised to check with the Mathematics Department. Four class hours.
Prerequisite: MTH 210 with a grade of C or higher.

MTH 212 Calculus III 4 Credits
The calculus of functions of more than one variable, partial differentiation, multiple integrals, polar coordinates, solid analytic geometry and vectors, and the calculus of vector-valued functions are covered. A specific calculator will be required of all students in this course. Students are advised to check with the Mathematics Department. Four class hours.
Prerequisite: MTH 211 with a grade of C or higher.

MTH 220 Discrete Mathematics 3 Credits
An introduction to discrete mathematics primarily intended for students majoring in Mathematics or Computer Science. Topics will include propositional and predicate logic, elementary number theory, mathematical induction, set theory, combinatorics, functions, and relations. Methods of proof will be developed in a variety of mathematical contexts. Three class hours.
Prerequisite: MTH 210 with a grade of C or higher, or equivalent.

MTH 225 Differential Equations 4 Credits
The topics include solution of the most common types of first order equations, solution of nth order linear differential equations with constant coefficient, solution of non-homogeneous equations by the methods of undetermined coefficients and variations of parameters, applications to a variety of physical problems, Laplace Transforms, systems of linear differential equations. Four class hours. MTH 225 is required of students in Engineering Science program and physics advisement sequence.
Prerequisite: MTH 211 with a grade of C or better.
MTH 230  Linear Algebra  4 Credits
Topics include systems of linear equations, vectors and matrices, determinants, vector spaces, linear transformations, eigenvectors and eigenvalues, and numerical methods. Four class hours.
Prerequisite: MTH 212 with a grade of C or better.

MTH 290  Independent Study  Variable Credit
See the Department Chairperson.

Mechanical Technology

MET 100  Mechanical Principles  3 Credits
Familiarizes the student with basic mechanical concepts. The lecture presents the principles which are applied and practiced in the laboratory. Laboratory experiences include blueprint reading, sketching, visualization and hand tool skills. The sketching assignments directly relate to the hand tools laboratory projects. The hand tools projects include mechanical fabrication and dissection of some common machines. One and one-half class hours, three laboratory hours.

MET 101  Technical Graphics  3 Credits
A course which combines the basic skills needed to communicate ideas in a graphical format with the understanding and use of a 2D and 3D CAD program (AutoCAD). The student will be able to generate 3 view drawings and pictorial sketches. The student will also be able to interpret and understand fully dimensioned drawings and create their own drawings using AutoCAD software. Understanding of the basic principles of 2D and 3D CAD will be reinforced to allow the student to quickly learn additional software packages in the future. Two class hours, two laboratory hours.
Prerequisite: Some experience with mechanical drawing is desirable, since most students in this course have had one or more terms of drawing.

MET 103  Manufacturing Processes I  2 Credits
Operation of lathes, milling machines, drill presses, grinders, measurement and measuring instruments, utilization and capabilities of these devices in manufacturing processes. Fall semester only. One class hour, three laboratory hours.

MET 104  Manufacturing Processes II  2 Credits
A continuation of MET 103. Fabrication, manufacturing processes; field trips to local industries for observation of special machines, devices, and processes. Spring semester only. One class hour, three laboratory hours.

MET 105  Machine Design Theory I  See MET 225


MET 111  CAD Graphics  3 Credits
An introductory course in technical graphics theory and computer-aided drawing. Topics covered will include orthogonal projection, isometric views, sectional views, dimensioning (to A.N.S.I. specifications), sketching and current CAD software commands. Two class hours, two laboratory hours.

MET 177  Geometric Tolerancing Inspection  1 Credit
Included in this course are the guidelines for selection of inspection methods and design of gauging when appropriate. Emphasis is placed on directly relating process control and measurement methods to the requirements of the design as stated in the engineering documentation in accordance with the National Standard (Y14.5). Four class hours per week for four weeks.
Prerequisite: MET 115; MET 116 is recommended.

MET 121  Computer Aided Drafting/Design - Solid Modeling  3 Credits
An introductory course in Solid Modeling using SolidWorks software. Through a combination of lecture and hands-on laboratory experiences, the student will learn the basics of solid modeling design. Projects will focus on the importance of design intent and geometric relations to maximize the efficiency of the design process. Two class hours, two laboratory hours.
Prerequisite: MET 101 or MET 111 or CIT 111 or permission from Department.

MET 122  Advanced Solid Modeling using SolidWorks  3 Credits
An advanced course in solid modeling techniques for both part and assembly design using SolidWorks software. The student will learn to design using multiple solid bodies and surfacing through lecture and hands on experience. Other topics covered include Animations, Sweeps, Lofting, Molding and Weldments. The student will also have an opportunity to create a prototype using a 3D printer. Two class hours, two laboratory hours.
Prerequisite: MET 121 or ENR 153 or permission from Department.

MET 201  Designing for Materials, Manufacturing and Assembly  3 Credits
The student will become competent in material selection and design optimization techniques necessary for today's modern manufacturing and assembly processes.
Students will rate their own designs against manual and high speed robotic assembly techniques using state-of-the-art software tools.

MET 202  Functional Design, Drafting, and Analysis  3 Credits
The student learns to apply Computer Aided Design tools to analyze the functional parameters of parts and assemblies. Student teams are required to design and analyze assemblies in a hands-on project based learning environment. Course modules include kinematic and motion analysis, tolerance analysis and functional loading analysis of parts and assemblies. Two class hours, two laboratory hours.
Prerequisite: MET 101, ENR 153

MET 203  Technical Mechanics, Statics  3 Credits
Study of forces, center of gravity, equilibrium, structures, friction, and fluid statics. Spring Semester only. Three class hours.
Co-requisite: PHY 131.

MET 206  Engineering Materials  3 Credits
The objective is to enable the mechanical technician to select appropriate materials, adhesives, and surface finishes for machine parts. Included are lectures and demonstrations on steels and other metals, plastics, concrete, adhesives, and surface finishes such as plating and painting. The course emphasis is on the macroscopic, mechanical and physical characteristics of engineering materials. Three class hours.

MET 208  Technical Mechanics, Dynamics  3 Credits
Review of statics study of motion of points and bodies, relationships between force, torque, and motion; study of work, energy, power, impulse, momentum, and vibrations. Fall semester only. Three class hours.
Prerequisite: MET 203.

MET 225  Machine Design Theory I  3 Credits
Study and mathematical analysis of mechanical components including fasteners, shafts, belts, chains, gearing, brakes, clutches, and springs. Introduction to mechanical energy and power. Three class hours.
Prerequisite: MTH 140 or MTH 185 or higher, PHY 131 or higher level Physics. Co-requisite: MET 203

MET 226  Machine Design Theory II  3 Credits
Continuation of MET 225. Study and analysis of mechanical components including cams, bearings, gears, mechanism, hydraulic equipment, and pneumatic equipment. Three class hours.
Prerequisite: MTH 140 or higher, PHY 132 or higher, MET 225. Co-requisite: MET 203

MET 290  Independent Study  Variable Credit
See the Department Chairperson.
Music

MUS 101 Music Appreciation 3 Credits
Interpretation, taste, and discrimination in music and its relationship to other art forms; survey of style periods of Western music, Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth Century; survey of musical forms, instruments of the orchestra, and music in national cultures; biographical sketches of composers; listening to records essential. Three class hours. (SUNY-H)

MUS 108 College Chorus 1 Credit
Performance of a wide variety of choral music. Musical selections range from traditional to contemporary and include such diverse styles as madrigals, songs, chorales, folk music, jazz and rock. Three class hours. (May be repeated for additional credit.) (SUNY-A)

MUS 109 Music Theory I 4 Credits
Instruction in music theory, ear-training, and sight-singing based on the techniques of the Common Practice Period. Activities include: sight-singing of diatonic melodies, melodic, harmonic and rhythmic dictation, study of intervals, scales, triads, the dominant seventh chord and non-harmonic tones in analysis, and the connection of triads in four-voice writing. Computer software is incorporated to reinforce music theory concepts and for ear training practice. Four class hours. (SUNY-A)

MUS 110 Music Theory II 4 Credits
This course is a continuation of the ear training, sight singing and written materials of MUS 109 in greater depth and detail. Instruction is based on the techniques of the Common Practice Period. Principles of harmonic progression, diatonic common chord modulation, non-harmonic tones, the Classic Period, developmental techniques and small homophonic forms. Computer software is incorporated to reinforce music theory concepts, for ear training practice, and to typeset homework assignments. Four class hours. Prerequisite: MUS 109 or permission of the instructor.

MUS 113 Song Writing 3 Credits
The study of successful song forms and creative imitation of student's own experience into original parodies and songs. Three class hours. (SUNY-A)

MUS 118 Broadway Musicals 3 Credits
A survey of musicals, revues and Broadway shows which represent the growth and development of American musical theatre as an art form. Students will learn to recognize and identify the characters, plot, best-known show tunes and other important facets of musical theatre. Three class hours.
and learning basic rock, Latin, and jazz rhythms on the set. Correct playing techniques for some of the secondary percussion instruments: hand cymbals, bass drum, triangle, tambourine, maracas, claves, cowbells, guiro, cabasa, and conga. Three class hours.

MUS 133 Lyric Writing 3 Credits
This course will improve the student’s ability to write words to music. Students will enhance their skills not by reading about lyric writing but by completing dozens of writing exercises and assignments. The results will be lyrics that are clear, concise and creative. Besides the usual topics of meter, rhyme and form, students will learn topics not widely known outside of songwriting circles. These topics include how to start writing a lyric quickly, how to write more effective lyrics by examining the words within the title, pulse points, how to develop a song one line at a time, finding the lyrical approach, blocking a song, the importance of contrast along with other tricks, tips and techniques used by professional writers. Discussions will include work habits, breaking writers block and career opportunities. The ability to read and write music is helpful but not necessary. This course will focus on the written word.
Prerequisite: ENG 101 or permission of the instructor

MUS 140 Jazz Ensemble 1 Credit
Rehearsal and performance of jazz, Latin, and pop instrumental, music for big band (piano, bass, drums, saxophones, trumpets, trombones, and guitar). Rehearsals include studying of playing with good time, intonation, jazz inflections, articulations, and correct interpretation of classic jazz literature to modern styles. Concert performances include major concerts twice each semester in MCC’s Theatre, and there is the potential for additional on-campus or off-campus performances. (This course may be repeated for credit.) Three laboratory hours, 10+ experiential hours.
Prerequisite: Prior experience in a jazz band or permission of instructor. Recommended corequisites: MUS 143/144 is highly recommended

MUS 141 Madrigal Singers 1 Credit
A select group of singers rehearsing and performing vocal music from the Medieval and Renaissance time periods. Emphasis will be on developing musicianship and ensemble singing with the goal of understanding these musical styles and experiencing the joy of public performance. May be repeated for additional credit. Fall Semester only. Three class hours.
Prerequisite: Audition or permission of instructor.

MUS 142 Musical Production 3 Credits
A select group of actor/singers and musicians whose main goal is to rehearse and perform a Broadway musical production. Students will learn the vocal and dance portion of performing in a full scale musical production. Students will experience costumed and staged live performances. May be repeated for additional credit. Three class hours.
Prerequisite: Audition or permission of instructor.

MUS 143 Jazz Improvisation I 3 Credits
An introductory level course that explores the theory of jazz. This class will use standard jazz tunes as vehicles to explore harmony, melody, rhythm, improvisational concepts, basic keyboarding skills, and composition in a functional way. Modes of the major scale, ii-V-I’s, and the blues scale will be discussed as well as major, minor, and diminished chord structures with sevenths. Theory discussions and written assignments will be combined with ear training, listening examples, and playing standards in class so as to increase the student’s ability to improvise in an instrumental jazz group. Three class hours.
Prerequisite: MUS 109 or permission of instructor.

MUS 144 Jazz Improvisation II 3 Credits
A continuation of MUS 143 that examines the theory of jazz. This class will use standard jazz tunes as vehicles to explore harmony, melody, rhythm, improvisational concepts, basic keyboarding skills, and composition in a functional way. In addition to modes of the major scale, ii-V-I’s, blues scale, and seventh chords being reviewed, extensions 9, 11, 13, modes of the melodic minor, and the diminished scale will be introduced. Theory discussions and transcription/composition assignments will be combined with ear training, listening examples, and playing standards in class so as to increase the student’s ability to improvise in an instrumental jazz group. Three class hours.
Prerequisite: MUS 143 or permission of instructor.

MUS 145 Jazz Combo 1 Credit
Rehearsal and performance of traditional jazz standards, Latin, avant-garde and pop instrumental, music for small combo (piano, bass, drums, guitar, and some horns such as saxophone and trumpet). Rehearsals include study of playing compositions with an emphasis on improvising in a small group format. Correct interpretation of classic jazz literature to modern styles is studied in this context of a small combo. Concert performances include major concerts twice each semester in MCC’s Theatre, Atrium, or Student Center and there is the potential for additional on-campus or off-campus performances. (This course may be repeated for credit.) Three laboratory hours, 10+ experiential hours.
Prerequisite: Prior experience improvising in a jazz band or permission of instructor; corequisite: MUS 143/MUS 144 is highly recommended

MUS 146 Vocal Jazz/Show Choir 1 Credit
A select group of singers and instrumentalists rehearsing and performing vocal music from the jazz and show choir repertoire. Emphasis will be on developing musicianship and ensemble singing with the goal of understanding these musical styles and experiencing the joy of public performance. May be repeated for additional credit. Spring Semester only. Three class hours.
Prerequisite: Audition or permission of instructor.

MUS 150 History of Rock ‘n Roll 3 Credits
A survey course that traces the roots of rock ‘n roll from its origins in blues and rock ‘n roll to a Kimberly through to present day styles. In addition to the musical styles, the course will also look at the cultural, economic and social influences that shaped this American musical phenomena. This course satisfies the requirement for a social science elective. Three class hours.

MUS 151 Music Performance and Lessons 2 Credits
Provides students with an opportunity to develop their music abilities through solo or ensemble performances before college audiences, through individualized private study of instrumental or vocal music under the supervision of qualified teachers, and a final exam jury before the music faculty. A minimum of 15 one-hour lessons is required per semester. Cost of lessons is not included in MCC tuition. One class hour plus one hour of private instruction. (May be repeated for additional credit.) (SUNY-A)
Prerequisite: Music Department audition.

MUS 153 Electric Guitar and Electric Bass 3 Credits
A study of the many aspects of playing the electric guitar and/or the electric bass. Students will learn music theory, guitar symbols, melodies, scales, and arpeggios. Emphasis is on the practical application of music fundamentals when playing by ear, imitation of styles (jazz, pop, rock, folk), and solo group improvisation. Students supply their own instruments and/or equipment. Three class hours. (SUNY-A)
Prerequisite: Student should have some knowledge of guitar playing.

MUS 154 Classical Guitar 3 Credits
A study of classical guitar techniques and music literature, with emphasis on the execution of dexterity, a thorough understanding of music fundamentals and the performance of a wide variety of classical solo and ensemble music. Students provide their own guitar. Spring semester only. Three class hours. (SUNY-A)
Prerequisite: Student should have some knowledge of guitar playing.

MUS 155 African-American Music in America 3 Credits
A comprehensive survey into the musical idiom that comprises the African-American musical landscape. This course will discuss the important contributions that led to the development of the Negro spiritual, ragtime, blues, jazz, and the hip-hop cultural phenomenon. A historical study of the relationship that African-American music has had on western composers including Igor Stravinsky, Darius Mihaud, and Claude Debussy. This course satisfies the requirement for a social science elective.
MUS 159 Aural Skills I 1 Credit
This course reinforces Music Theory concepts and develops skills in sight singing as well as melodic and rhythmic dictation.
Corequisite: MUS 109 or permission of instructor

MUS 160 Aural Skills II 1 Credit
This course is a continuation of Aural Skills I. It reinforces Music Theory concepts and develops skills in sight singing as well as melodic and rhythmic dictation.
Prerequisite: MUS 159 or permission of instructor; corequisite: MUS 110 or permission of instructor

MUS 161 Guitar Ensemble 1 Credit
Rehearsal and performance of a wide variety of music literature composed and arranged for four or more guitars. Minimum requirements include reading and playing in first position, reading of basic rhythm pattern including eighth and sixteenth notes. (Course may be repeated for additional 1 credit.) Three class hours. Students must provide their own guitar.

MUS 190 Music Rehearsal and Performance 3 Credits
Rehearsal and performance of specialized musical groups for significant musical events; i.e., Broadway musicals, instrumental and vocal ensembles organized to perform music in a specific style. 45 to 135 class hours. This course can be repeated for additional credit.

MUS 201 History of Music I 3 Credits
Music from antiquity through 1750, covering Medieval, Renaissance and Baroque style periods; essential score reading and listening to records outside of class. Fall semester only. Three class hours. This course satisfies the requirement of humanities or social science credit. (SUNY-WC)
Prerequisites: Completion of a music theory course or music appreciation, and elementary skill in music reading or permission of the instructor.

MUS 202 History of Music II 3 Credits
Music from 1750 through the present covering Classical, Romantic and Twentieth Century style periods; essential score reading and listening to records outside of class. Spring semester only. Three class hours. This course satisfies the requirement of humanities or social science credit. (SUNY-WC)
Prerequisite: MUS 201 or permission of the instructor.

MUS 209 Music Theory III 4 Credits
A study of diatonic seventh chords, borrowed chords, secondary dominants, augmented sixth chords, chromatic and in harmonic modulation and musical forms of the Classic and Romantic Periods, sight-singing and harmonic and melodic dictation related to chromatic harmony, early 20th century techniques. Computer software is incorporated to reinforce music theory concepts, for ear training practice, and to typeset homework assignments. Four class hours.
Prerequisite: MUS 110 or permission of the instructor.

MUS 210 Music Theory IV 4 Credits
Studies of 20th century techniques, with student compositions performed and evaluated in class. Computer software is incorporated to reinforce music theory concepts, for ear training practice, and to typeset homework assignments. Four class hours.
Prerequisite: MUS 209 or permission of the instructor.

MUS 221 Voice Class II 3 Credits
Intermediate collegiate level study of vocal music with emphasis on developing diction, breath control, increasing vocal resonance, improving stage presence, and cultivating accuracy, artistry and musicianship. Students will study a wide variety of vocal materials; e.g., Elizabethan lute songs, classical and romantic art songs, as well as standards, “pop” styles, and Broadway show tunes. Three class hours.
Prerequisites: MUS 121, prior vocal experience, or by audition.

MUS 226 Applied Piano Minor III 1 Credit
A course designed to increase essential keyboard skills and score reading; improve technique through the study and performance of collegiate level intermediate difficulty piano studies; and provide instruction in proper methods of accompanying, melodic and harmonic improvisation, and transposition. Fall semester only. One and one-half laboratory hours.
Prerequisite: MUS 127 or equivalent, or permission of instructor.

MUS 227 Applied Piano Minor IV 1 Credit
A continuation of practical keyboard studies at the advanced intermediate (collegiate) level of study. Continued development of keyboard skills including SATB vocal score reading, harmonization, improvisation, transposition, and modulation. Instrumental score reading and instrumental accompaniment. Spring semester only. One and one-half laboratory hours.
Prerequisite: MUS 226 or equivalent, or permission of instructor.

MUS 229 MIDI Recording Techniques II 3 Credits
This course is a continuation of MUS 129 class and lab, using computer-based sequencing software connected to synthesizer keyboards and other related devices. Lecture and demonstration of more advanced parameters of software used will be studied and applied. Musical factors such as composition, arranging, and song forms will be discussed to further the overall finished production of students’ projects. Basic keyboard/theory proficiency are required. Offered every Spring Semester. Three class hours.
Prerequisite: MUS 129.

MUS 231 Studio Production II 3 Credits
A continuation of MUS 131. This course offers more in-depth study and application of recording instruments and vocals using microphones, digital multi-track recorders, effects units, 24-channel recording console, DAT (digital audio tape) and CD-R (compact disk) recorders, computer hard disk recording and editing, and MIDI (Musical Instrument Digital Interface) synthesizers. Musical production techniques as well as technical concepts will be discussed to provide the student with an understanding of the entire recording and production process. Offered every Spring Semester. Three class hours.
Prerequisite(s): MUS 128 and MUS 131.

MUS 290 Independent Study Variable Credit
A course designed to increase essential keyboard skills and score reading; improve technique through the study and performance of collegiate level intermediate difficulty piano studies; and provide instruction in proper methods of accompanying, melodic and harmonic improvisation, and transposition. Fall semester only. One and one-half laboratory hours.
Prerequisite: MUS 127 or equivalent, or permission of instructor.

MUS 253 Music Business 3 Credits
This course will introduce the student to the different facets of the music business. The course will aim to increase the participant’s knowledge of the inner workings of the business, as well as how they relate to one another. Areas of concentration are music publishing, income sources, recording studios, copyrights, recording companies, and other related avenues.
Whether the student wants a career in teaching or performing, this course will give an overview of some of the things to expect. Three class hours.

MUS 259 Aural Skills III 1 Credit
This course is a continuation of Aural Skills II. It reinforces Music Theory concepts and develops skills in sight singing as well as melodic and rhythmic dictation.
Prerequisite: MUS 180 or permission of instructor; corequisite: MUS 209 or permission of instructor

MUS 260 Aural Skills IV 1 Credit
This course is a continuation of Aural Skills III. It reinforces Music Theory concepts and develops skills in sight singing as well as melodic and rhythmic dictation.
Prerequisite: MUS 259 or permission of instructor; corequisite: MUS 210 or permission of instructor

MUS 290 Independent Study Variable Credit
See the Department Chairperson.

Nursing

NUR 110 Foundations of Nursing 1 Credit
A non-clinical course in which the foundations of the profession of nursing are examined through exploration of the health care delivery system, nursing roles, nursing history, educational, legal and ethical bases for practice. One class hour.

NUR 111 Fundamentals of Nursing 7 Credits
The conceptual framework of the MCC nursing program is introduced. The nursing process is presented and used as a framework to focus on nursing care of an individual with non-acute health care needs. Emphasis is placed on assessment of an individual’s ability to meet basic needs and implementation of fundamental therapeutic nursing interventions in response to unmet basic needs. The core components of associate degree nursing practice (Professional Behaviors, Communication, Assessment, Clinical Decision-Making,
Therapeutic Nursing Interventions, and Collaboration| are introduced. Teaching and Learning, and Managing Care core components are defined. Three class hours, two conference hours, six clinical laboratory hours.

Prerequisites: Grade of C or better in high school chemistry, biology and either Sequential Math, Math A Regents or High School Algebra or MTH 098; corequisites: NUR 110, PSY 101 and BIO 142 unless previously taken.

NUR 112 Nursing Care of the Adult and Child-I 8 Credits

Focus is on basic needs of clients and the use of the nursing process to promote wellness, prevent illness and manage responses to identified actual or potential health problems. Topics include those related to body image, circulation, gastrointestinal disorders, infection, metabolism (diabetes), movement and sensation (musculoskeletal, vision and hearing), neoplasms, pain and surgery. The core components of Associate Degree Nursing Practice (Professional Behaviors, Communication, Assessment, Clinical Decision Making, Therapeutic Nursing Interventions, Teaching and Learning, Collaboration, and Managing Care) are developed and applied. One class hour, four conference hours, nine clinical laboratory hours.

Prerequisites: NUR 110 and NUR 111 with a minimum grade of C, PSY 101, BIO 142 with a minimum grade of C; corequisites: BIO 143, PSY 212 and ENG 101 or ENG 200, unless previously taken.

NUR 150 Application of the Nursing Process 1 Credit

Introduction to curriculum concepts with emphasis on the use of the nursing process as the student assesses the basic needs of clients. Selected nursing content from the core curriculum is discussed. Twelve class hours, nine laboratory hours. Cannot be used as an elective in the Nursing program.

Prerequisites: NUR 150 is required for students who are transferring into the program, admitted with advanced standing, or returning to the program after an absence of one year. Completion of NUR 150 requirement is valid for one year. Students reentering NUR 111 do not need to take NUR 150.

NUR 160 Critical Thinking Utilizing the Nursing Process 1 Credit

This one-credit elective course is designed to assist nursing students from any of the four semesters with developing improved critical thinking skills necessary for safe, efficient, and holistic care. The course is a late-start course meeting weeks 7-14 for two hours each week. A case study approach lends well to interactive class periods where nursing students will be able to develop, utilize, and receive valuable feedback regarding developing a unique, individual plan of care for patients using critical thinking skills. Group work, individual projects, and documentation are emphasized in the development of these crucial thinking skills.

Prerequisite: Current or prior matriculation in the Nursing program, or with permission of faculty

NUR 210 Issues in Nursing 1 Credit

A non-clinical course devoted to exploration of issues impacting on nursing and the emerging practitioner of nursing. Basic concepts and issues in nursing leadership are introduced. Exploration of management concepts continues. Taken prior to or concurrently with NUR 211 and NUR 212. One class hour.

Prerequisites: NUR 110 and NUR 112 with a minimum grade of C.

NUR 211 Psychiatric-Mental Health Nursing (Seven Weeks) 4 Credits

Focus is on the basic needs of clients and the use of the nursing process to promote wellness, prevent illness and manage responses to identified actual or potential mental health problems. Topics include those related to anxiety, rituals, dissociative patterns, somatization, psychosis, pathological suspicion, depression, mania, borderline behavior, antisocial behavior, anger, risk for violence and abuse of food/chemicals/individuals. The core components of Associate Degree Nursing Practice (Professional Behaviors, Communication, Assessment, Clinical Decision-Making, Therapeutic Nursing Interventions, Teaching and Learning, Collaboration, and Managing Care) are explored and applied. Two class hours, three conference hours, nine clinical laboratory hours.

Prerequisites: NUR 212 with a minimum grade of C, BIO 143 with a minimum grade of C, PSY 212 and ENG 101; corequisites: NUR 210, BIO 202 and SOC 101, unless previously taken.

NUR 212 Maternity Nursing (Seven Weeks) 4 Credits

Focus is on the basic needs of maternal and newborn clients with the use of the nursing process to promote wellness, prevent illness and manage responses to identified actual or potential health problems. Topics include normal perinatal outcomes, current birth practices and common maternal and neonatal considerations. The core components of Associate Degree Nursing Practice (Professional Behaviors, Communication, Assessment, Clinical Decision-Making, Therapeutic Nursing Interventions, Teaching and Learning, Collaboration, and Managing Care) are explored and applied. Two class hours, three conference hours, nine clinical laboratory hours.

Prerequisites: NUR 212 with a minimum grade of C, BIO 143 with a minimum grade of C, PSY 212 and ENG 101; corequisites: NUR 210, BIO 202 and SOC 101, unless previously taken.

NUR 214 Nursing Care of the Adult and Child-II 8 Credits

Focus is on the basic needs of clients and the use of the nursing process to promote wellness, prevent illness and manage responses to identified actual or potential health problems. Topics include those related to chronic illness, excretion (renal), immune response, metabolism (hepatic), movement and sensation (neurologic), oxygenation, and terminal illness. The core components of associate degree nursing practice (Professional Behaviors, Communication, Assessment, Clinical Decision Making, Therapeutic Nursing Interventions, Collaboration, Teaching and Learning, Managing Care) are expanded and integrated into clinical practice. One class hour, four conference hours, nine clinical hours.

Prerequisites: SOC 101, BIO 202 with a minimum grade of C, NUR 210, 211, 212 with a minimum grade of C; corequisites: 6 credits general electives, 2 credits Physical/Health Education, unless previously completed.

NUR 290 Independent Study Variable Credit

See the Department Chairperson.

Office Technology

C E 270 Cooperative Education-Office Technology 4 Credits

Students who work or desire to work either full time or part time at jobs related to their college major or career interests are eligible for Cooperative Education. Students take a career related classroom seminar (2 hours per week on campus) while working at a job (225 hours per semester) in the area of Office Technology. Successful completion of the seminar, and a minimum of 225 hours of work experience in any one semester entitles a student to receive four credit hours. Working an additional 225 hours (no seminar requirement) and meeting certain other prerequisites allows a student to earn two more credit hours for a total of six credit hours, the maximum possible on a Co-op program. (The Department Chair and the Co-op Director must approve a student’s working toward the additional two credits.) The Co-op Office located in 3-108 will assist in obtaining jobs. Present job may qualify. Appropriate work experience must be approved by the Co-op Director. Must have completed 24 credit hours with a 2.0 GPA. Exceptions with permission from the Co-op Office.

OFT 110 Keyboarding 3 Credits

A course designed to learn touch keyboarding and to develop speed and accuracy. An introduction to the Windows environment and word processing using Microsoft Word for the creation of basic business documents. Open to all students. Recommended for those with no keyboarding experience or those who key less than 25 words per minute. Four class hours.

OFT 111 Intermediate Word 3 Credits

Development of formatting skills through Microsoft Word. Preparation of business documents including letters, memorandums, reports and tables, and an introduction to newsletters and electronic communication. Emphasis on proofreading, production, and mailability skills. Recommended for those who type more than 30 NWAM for five minutes within five errors. Students should have had a minimum of one semester of keyboarding instruction. Five class hours.

Prerequisite: OFT 110 or permission of instructor.
OFT 112 Advanced Word I 3 Credits
An intermediate course emphasizing enhanced formatting skills utilizing Microsoft Word. Production of mailable business documents with advanced features. Integrating decision making and problem solving skills are stressed. Continued emphasis on speed development and accuracy. Five class hours.
Prerequisite: OFT 111 with a grade of C- or better.

OFT 121 Introduction to Keyboarding 1 Credit
This course will cover alphabetic, numeric and symbol keys. Straight copy speed and accuracy rates are developed, as well as proofreading skills. No word processing skills are covered. No prior computer skills necessary. One class hour.

OFT 141 Grammar for the Office Professional 3 Credits
A presentation and review of grammar, including punctuation, capitalization, number styles, and sentence structure, for accurate business usage. A three-level learning approach is used to facilitate comprehension and to promote a mastery level of grammar by providing graduated learning segments. For students taking TRS courses, they should have completed TRS 105 prior to enrolling in this class. Three class hours.

OFT 170 Spreadsheet Applications Excel 3 Credits
An intensive course covering Microsoft Excel. Objectives include preparing, formatting, and enhancing worksheets, applying formulas and functions, charting, using analysis, linking, workgroup features, and increase productivity through use of macros and templates. This course is designed to teach skill sets needed for the Microsoft Office Certification Exam. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Three class hours.

OFT 171 Microsoft Access--Records Management 3 Credits
An intensive course that covers Microsoft Access. Objectives include planning and designing databases; building and modifying tables, forms and reports; advanced manipulation of data; defining relationships; modification of report properties; subforms, switchboards, PivotTables, and importing/exporting data. This course is designed to cover skill sets needed for the Microsoft Office Certification Exam. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Three class hours.

OFT 172 Microsoft PowerPoint-Presentations 2 Credits
This course will offer a thorough coverage of the Microsoft PowerPoint presentation package. Areas covered include all skill sets needed for Microsoft Office Certification Exam. Instruction will cover animation, use of color and objects, and importing and exporting data and images. Activities include creating a slide show as well as delivering the presentation. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Two class hours.

OFT 174 Microsoft Publisher-Desktop Publishing 2 Credits
This course will focus on production, assembling, and the design of administrative publications through the use of Microsoft Publisher using the personal computer. Topics will include designing page layout, creating graphics, using templates, manipulating text and graphics, using style sheets, scanning images, and adding special effects. Knowledge of the personal computer, keyboard, and mouse is strongly recommended. Two class hours.

OFT 175 Microsoft Outlook 1 Credit
Microsoft Outlook is the most popular e-mail program used by businesses. It is an integral part of Microsoft Office. This course covers introductory uses of Outlook which include: communicating by e-mail, managing contacts, calendaring, address book, schedule management, instant messaging, using help, accessing Outlook via the Web, and customizing Outlook. Successful completion of this short course will prepare the student for the Microsoft Office Specialist Certification exam.

OFT 201 Advanced Word II 3 Credits
Advanced Microsoft Word applications. Orientation to collaborative work experiences with instruction directed toward advanced skill sets for Microsoft Office Certification Exam. Topics covered include graphics, fields, electronic forms, macros, and long document production utilizing master and subdocuments. Projects integrate decision-making and problem-solving skills. Continued development of speed and accuracy. Four class hours.
Prerequisite: OFT 112 with a grade of C- or better.

OFT 202 Office Simulations 2 Credits
This course covers office simulations and projects that draw from all aspects of Microsoft Office Professional software. Realistic workplace projects integrate business vocabulary, critical thinking strategies, and web-research skills into document processing. Two class hours.
Prerequisite/Corequisite: OFT 201, or permission of instructor.

OFT 214 Administrative Office Procedures 3 Credits
Students will learn concepts and procedures used in an electronic office. Topics include use of communications devices and equipment, use of electronic mail (Outlook), record management, reprographics technology, administrative travel procedures, and electronic research and reference procedures. Students will discuss professional conduct and ethics, job readiness techniques, and small group collaboration. Three class hours.
Prerequisites: OFT 112 and OFT 141.

OFT 215 Administrative Office Management 3 Credits
An introduction to the principles of administrative office management, including environment, human relations, and office systems. Use of case studies, abstracts and computerized research. Three class hours.
Prerequisites: OFT 111, OFT 112 and OFT 141, or permission of instructor.

OFT 240 Office Transcription 3 Credits
An introduction to and development of transcription skills from dictated material. A review of grammar and punctuation along with an emphasis on spelling and word study skills. An introduction to the malleability concept during transcription practice with the goal of malleability in testing situations. Three class hours.
Prerequisites: OFT 111 with a grade of C- or better and OFT 141.

OFT 257 Legal Studies I 3 Credits
Designed to develop competency in legal terminology and transcription. Student will receive an in-depth study of legal terminology while developing the skills needed to accurately transcribe from dictated material. Emphasis will be on comprehension of terminology, language arts, proper formatting, and proof reading skills. Four class hours.
Prerequisites: OFT 112 and OFT 141 or permission of instructor.

OFT 258 Legal Studies II 3 Credits
This course introduces students to the following topics: law office organization, file management, client interaction, document formatting, recordkeeping, legal research, court and legal documents, legal specialties, and the court system. Students will perform a variety of tasks to develop time management skills, evaluate work, and solve problems. Spring Semester only. Four class hours.
Prerequisites: OFT 112 and OFT 141 or permission of instructor.

OFT 267 Medical Office Transcription 2 Credits
Students will use medical terminology and keyboarding skills in transcribing medical documents for all major medical fields. Emphasis on accuracy, document formatting, grammar principles, production, and understanding of the responsibilities and competencies of the medical transcriptionist. Spring Semester only. Four class hours.
Prerequisites: OFT 111 and HIM 104.
OPT 110 Introduction to Optical Technology 3 Credits
Familiarizes students with the important aspects of technical optics, including terminology, fundamentals and principles, optical instruments and their relation to mechanics and electronics; wave optics including such recent developments as lasers; optical processes and testing techniques, and photography and its uses. This course should provide the student with an appreciation of how optics may be related to their own major interests. Three class hours.

OPT 131 Optical Elements and Ray Optics 4 Credits
An introductory course dealing with terminology and techniques in the use of analytical and laboratory methods for planning, executing and evaluating arrangements using components such as mirrors, prisms, thin and thick lenses, diffusers, stops, reticles, and various types of light sources. Reflection, refraction, dispersion, image formation and aberrations are studied with emphasis on the ray concept of light. Fall semester only. Three class hours, three laboratory hours. (Students not enrolled in an optical technology program may be admitted to the class upon approval of the Department Chairperson.)

OPT 227 Medical Office Procedures 3 Credits
The duties and responsibilities of a medical office will be covered, including proper telephone techniques, preparation of medical records, appointment books (paper and electronic), preparation of standard insurance forms, billing, maintenance of petty cash book, handling of incoming and outgoing mail, confidentiality and legal considerations, and office management. Computer simulation projects are included. Spring Semester only. Three class hours.

OPT 290 Independent Study Variable Credit
See the Department Chairperson.

Optical Systems Technology

OPT 211 Wave Optics and Applications 4 Credits
A study of light waves and how they may be used in today's technology. Electromagnetic radiation, coherence, interference and diffraction phenomena, transfer functions and the generation and use of polarized light. Analysis, manufacturing techniques and use of selected instruments using wave optics such as spectrometers, interferometers, diffraction gratings and thin film coatings. An introduction to properties and use of lasers and holography. Fall semester only. Three class hours, three laboratory hours. Prerequisites: OPT 131 or MTH 140, or permission of instructor.

OPT 215 Fiber Optics 3 Credits
An introduction to the use and testing of fiber optic cable. Cable termination and splicing techniques will be performed. Standard tests of cables and cable systems will be conducted. Two class hours, three laboratory hours. Prerequisites: OPT 131 or OPT 151 and MTH 140, or permission of department.

OPT 216 Optical Processes 4 Credits
A study of selected materials, processes and test measurement techniques employed in the manufacture of modern optical instruments, including physical principles and equipment used. In the laboratory portion, each student has opportunity to perform all steps in planning, tooling, fabricating, testing, coating and finishing precision optical elements such as telescope mirrors. Fall semester only. Two class hours, four laboratory hours. Prerequisites: OPT 135, OPT 151 and MET 111, or permission of department.

OPT 219 Lasers: Technology and Application 4 Credits
This course will stress laser applications in science and industry, including measurement, communication, machining, information recording and holography. The basic principles of laser operation, construction and technology will be discussed in such a way that the student will be able to suggest and implement new ideas, and understand old ones, concerning laser applications and holography. The laboratory will include the actual recording and processing of holograms and other laser experiments. Three class hours, three laboratory hours. Prerequisite: OPT 211 or permission of department.

OPT 224 Advanced Optical Manufacturing 4 Credits
A study of current processes, machinery and tools employing CNC technology that are shaping the methodology in manufacturing optical components. The course is designed to be very interactive, providing laboratory experience on the following subjects: CNC grinding and polishing, planetary grinding and polishing, tolerancing and metrology. Two class hours, four laboratory hours. Prerequisite: OPT 213 or permission of department.

OPT 225 Advanced Dimensional Measurement 4 Credits
Instrumentation utilizing several technologies, including electronic pneumatic, optical, mechanical and nuclear are explored. Analysis and means for reducing systematic errors are studies as well as propagation of errors and methods of control, calibration and processing of data by various techniques and devices, including computers. Principles of design are used to develop optimum measuring systems. Three class hours, three laboratory hours. Prerequisite: OPT 125 or permission of instructor.

OPT 226 Optical Instruments and Testing 4 Credits
Concepts developed in OPT 131 are applied to the study of illumination and photometry, colorimetry, testing techniques for optical components and systems including the eye, telescope, microscope, photographic systems and optical methods of dimensional measurement.

OPT 230 Independent Study Variable Credit
See the Department Chairperson.
Paralegal Studies

PLS 250 Paralegal Communication Skills 1 Credit
This course provides basic communications skills needed by paralegals as perceived by both paralegals and the lawyers with whom they work. These skills include: listening, writing, speaking, conflict resolution, assertiveness, and nonverbal communications. Listening activities include: exercises which develop active listening strategies and notetaking. Writing activities include exercises which help students to construct clear sentences, compose letters which obtain and transmit information, and summarize facts. Speaking activities include exercises to fully, clearly, and effectively obtain and relay information. Nonverbal activities include strategies and tactics for effective law office communications. Students learn to identify their own communication styles and methods for improving their communication effectiveness. Must be matriculated into the Paralegal Studies Certificate Program. One class hour.
Co-requisite: PLS 260.

PLS 260 Introduction to Paralegal Studies 2 Credits
Introduces the student to the paralegal profession and the common core of legal knowledge and skills that all paralegals should possess. Areas covered include: what paralegals do, a history of the profession, the significance of paralegal professional associations, personal attributes of the professional paralegal, employment of paralegals, paralegal specialized practice areas, paralegal compensation, the organizational structure of law firms, the regulation of legal professionals, unauthorized practice of law, and contemporary issues. Aspects of these topics are also included in subsequent courses. This course also introduces students to sources of American law, the court system, and alternative dispute resolution. Emphasis is on the paralegal's participation on the legal team. Two class hours.

PLS 263 Contract Law for Paralegals 2 Credits
Provides paralegal students with the basic theory of contract law, sample contracts from a variety of specialized practice areas, supplemental cases, and the opportunity to draft simple contracts. Included in the course are the basic contract requirements, contract provisions in selected specialized practice areas, the Statute of Frauds, and the Uniform Commercial Code. Students learn key contract terms, sample clauses, perform exercises, draft simple contracts, and conduct case analysis. Since the substantive area of contract law underlies many other specialty areas it is important that the well trained paralegal can analyze the needs of the client both short term and long range. This class will also explore how paralegals can apply the elements of reasoning and thereby increase the effectiveness of the legal entity. In this area this course will draw on concepts from the domains of critical thinking and analysis, total quality management and closely allied philosophy of continuing quality improvement, communications which build trust, conflict management and resolution, and decision making. Two class hours.
Prerequisite: PLS 260

PLS 264 Administrative Law 1 Credit
This course introduces students to a rapidly expanding area of law. Students learn how and why administrative agencies are created, how they establish rules, and how they investigate and enforce those rules. Students will also learn how to assist clients to obtain benefits under some administrative agencies, how to fill out administrative agencies' forms, and how to challenge administrative agencies' decisions. Some administrative agencies, Social Security Administration, for one, permits paralegals to represent clients. Federal and New York administrative agencies are covered. One class hour.

PLS 265 Fact-Finding Research 1 Credit
Provides students with strategies for fact-finding and investigation. Included in the courses are interviewing techniques for gathering information from clients, witnesses and agencies. Also included are investigative techniques for determining what information is needed and finding, organizing, verifying and documenting the information. Fact-finding research is an important aspect of paralegal responsibility. Students will learn to develop critical thinking skills, communicate effectively while in pursuit of information, and apply good judgement and common sense when encountering ethical problems. One class hour.

PLS 266 Legal Research and Writing 3 Credits
Students develop legal research and analysis strategies through lecture, library exercises, and computerized research. Understanding the structure of the sources of law and utilizing critical thinking skills equip students to undertake legal research systematically. Students use federal and New York State CD-ROM and law books consisting of substantive and procedural documents, digests, reporters, statutes, rules and regulations of administrative agencies, and the Internet to research databases and communicate with others. Writing exercises involve analyzing, summarizing, and synthesizing research in a clear, concise, accurate and timely manner based upon the procedural requirements of the law. Three class hours.
Prerequisite: Successful completion of PLS 260, or permission of program director.

PLS 267 Litigation and the Federal and NYS Procedural Laws 3 Credits
Provides students with the knowledge, skills and practice performing the duties of the litigation paralegal. Through the use of case simulations, students learn to gather, review, index and summarize documents, and to work with the lawyer and legal secretary to manage case files through pretrial, trial and post-trial stages. Guided by federal and New York State procedural laws, and rules and regulations of New York and local court rules, students learn to draft common litigation correspondence, notices and legal documents. These include summons, complaints, answers, motions, affidavits, subpoena, discovery documents, and orders. Students are introduced to the tools used in litigation: manual and computer-based document control systems, deposition exhibitions cross-reference mechanisms, trial notebook categories, trial witness coordinating forms, and trial exhibits tracking forms. Litigation tasks in this course form the foundation for paralegal litigation responsibilities in family law, real estate, debtor/creditor law, criminal law, and personal injury law. Also introduced in this course are automated litigation support systems and an overview of the potential areas for paralegal participation on document production. Three class hours.
Prerequisites: Successful completion of PLS 260.

PLS 268 Personal Injury Law 2 Credits
Students learn the basic principles of personal injury law, the application of the Civil Practice Law and Rules (CPLR) to personal injury cases, New York automobile insurance law, worker's compensation, and procedures for suing municipalities and the State of New York. Students learn to manage document production and organization, including investigating, researching, and drafting the most commonly used forms in personal injury resulting from negligence, vehicular negligence, medical malpractice, strict liability, and product liability. Two class hours.
Prerequisites: Successful completion of PLS 266, or permission of program director.

PLS 269 Domestic Relations and Family Law 2 Credits
Introduces students to the paralegal responsibilities in family law practice including New York Domestic Relations Law, General Obligations Law, Social Services Law, Family Court Act, and the Education Law as they govern family situations. Students will draft separation agreements, contested and uncontested matrimonial actions, and other documents related to contemporaneous family matters. Two class hours.
Prerequisites: Successful completion of PLS 266 and 267, or permission of program director.

PLS 270 Debtor/Creditor Law 3 Credits
This course introduces students to debtor/creditor law. Students learn collection procedures, including, but not limited to, "skip-tracing," enforcing money judgments, effecting special rights of creditors, mortgage foreclosure and mechanics' liens, working with prejudgement or provisional remedies, and guaranteeing debtors' procedural due process rights. Students also learn two forms of bankruptcy relief - liquidation and debtors' procedural due process rights. Students also learn two forms of bankruptcy relief - liquidation and rehabilitation. Emphasis on the law regarding, and performing selected tasks and responsibilities listed in “MCC's Survey Results for Paralegal Competency Expectations” is specialized practice areas relating to debtor/creditor law, under the supervision of an attorney. Three class hours.
Prerequisites: Successful completion of PLS 266 and PLS 267, or permission of program director.
PLS 271  Corporate Law and Business Organizations  2 Credits
Introduces students to corporate law and the formation, operation, dissolution, and buying and selling various kinds of business organizations. Subjects include sole proprietorships, corporations, partnerships, professional associations, franchises, and the law of agency and employment agreements. Also included in this course is a section on business closings. The role of the paralegal in a corporate law department or in the corporate section of a law firm is to implement the decisions of the attorneys and clients. Once the business evaluation has occurred, the paralegal is responsible for the details of drafting, filing and assembling the relevant documents and making the deal happen on a predetermined timetable. Two class hours. Prequisites: Successful completion of PLS 266 and PLS 267, or permission of program director.

PLS 272  Real Estate Law  2 Credits
Introduces students to real estate law and practice. Topics of study include: property rights, principles of land ownership, sale, financing and conveyance, contracts, mortgage loans, mortgages, deeds, recording, settlement concepts, condominiums, leasing, landlord/tenant summary proceedings, and other property concepts. Students focus on managing multiple participant relationships, and opening, controlling, and closing the real estate file. Emphasis on the law regarding, and performing selected tasks and responsibilities listed in the "MCC’s Survey Results for Paralegal Competency Expectations" in the specialized practice area of real estate under the supervision of an attorney. Two class hours. Prequisites: Successful completion of PLS 266, or permission of program director.

PLS 273  Computer Support Systems  1 Credit
Provides students with the tools to manage litigation. Students learn to determine the criteria for selecting litigation management systems by comparing software demo disks, critiquing systems used in local litigation practices, and bearing in mind the wisdom gained from guest experts. The systems include filing, indexing, and organizing cases involving large numbers of documents, manual and automated litigation support systems, litigation plan and budget worksheets, and court and responsible attorney schedules. Emphasis is on systems and teamwork with the attorney, the law office administrator, computer specialists, other paralegals, and the legal secretary to assure continuing quality effort to manage litigation cases. THIS COURSE FOR PARALEGAL STUDENTS ONLY. One class hour. Prequisites: Successful completion of PLS 267, 268, 269 and 270, or permission of program director.

PLS 274  Estate Planning, Estates and Trust Administration  3 Credits
Introduces students to the concepts and forms necessary for estate planning and estate and trust administration. Students learn to assist the attorney with a variety of tasks, from opening the estate and appointment of a fiduciary to filing of final account and distribution of assets. Forms, checklists, and deadlines for Federal and New York income, estate, and gift taxation laws and regulations are emphasized. Probate practice is an important area of employability of paralegals. A basic foundation in New York Estates, Powers, and Trusts Law, Uniform Court Rules, and the procedures and forms used in Surrogate’s Court Practice will increase a paralegal’s value to the firm. Three class hours. Prequisites: Successful completion of PLS 260 and PLS 268, or permission of program director.

PLS 275  Law Practice Management  1 Credit
Covers the fundamentals of law office organization and management. Subjects covered include basic principles and structure of the management of legal services, personnel and human resources, marketing issues, and management information systems topics such as timekeeping, accounting, administration, and cost-benefit analysis of specialized practice areas of the law. Emphasis on efficient and effective law practice organization through the optimum use of human and technical resources. One class hour. Prequisites: Successful completion of PLS 271, 272, or permission of program director.

PLS 276  Legal Ethics and Professional Responsibility  1 Credit
Builds upon ethical situations and professional responsibilities. Students are provided with additional frameworks with which to undertake ethical analysis. Students will study paralegals as an emerging professional and efforts directed toward paralegal credentialing and regulation. Included are discussions concerning conclusions reached in the final report of the NYS Bar Association on Non-Lawyer Practice, and recommendations contained in the final report of the American Bar Association Non-Lawyer Activity in Law-Related Situations. Other areas covered include employment discrimination, substance abuse and continuing education requirements. One class hour. Prequisites: Successful completion of PLS 260, or permission of program director.

PLS 277  Paralegal Internship  3 Credits
Designed to give students the opportunity to apply their formal education to actual work situations. The student intern will work either under the direct supervision of a practicing attorney or under the direct supervision of a practicing paralegal while under the overall supervision of a practicing attorney. Students must work a minimum of 75 hours in a law office or other legal entity (usually uncompensated), and meet with the internship faculty member 15 hours to receive three semester credit hours. The significance of student interns adhering to flawless ethical standards, maintaining confidentiality, being meticulous and reliable cannot be overemphasized. Prequisite: Successful completion of 6 credit hours in the PLS program.

PLS 278  Law Practice Management  1 Credit
Covers the fundamentals of law office organization and management. Subjects covered include basic principles and structure of the management of legal services, personnel and human resources, marketing issues, and management information systems topics such as timekeeping, accounting, administration, and cost-benefit analysis of specialized practice areas of the law. Emphasis on efficient and effective law practice organization through the optimum use of human and technical resources. One class hour. Prequisites: Successful completion of PLS 271, 272, or permission of program director.
PHL 108 World Religions: Western Traditions 3 Credits
An introduction to the academic study of religion through the exploration of some of the major Western religious traditions of the world. This course examines the historical development, the fundamental doctrines and beliefs, practices, institutions, and cultural expressions of Western religious traditions. This course also addresses some of the essential differences and similarities that exist among Western religious traditions, and points to the uniqueness of each of them. The course includes the examination of ancient religious culture, Judaism, Christianity, and Islam. Students who have taken PHL 104 may not take this course for credit. Three class hours. (SUNY-WC, H)

PHL 109 World Religions: Eastern Traditions 3 Credits
An introduction to the academic study of religion through the exploration of some of the major Eastern religious traditions of the world. This course examines the historical development, the fundamental doctrines and beliefs, practices, institutions, and cultural expressions of Eastern religious traditions. This course also addresses some of the essential differences and similarities that exist among Eastern religious traditions, and points to the uniqueness of each of them. The course includes an examination of the differences in Eastern and Western thought, Hinduism, Jainism, Buddhism, Taoism, Confucianism, and Shinto. Three class hours. (SUNY-H)

PHL 210 Philosophies of Social Responsibility 3 Credits
A joining of philosophy to practice regarding rationales for social and political responsibility. Readings, which include James, King, Dewey, Woll, Gandhi, Russell and others, are studied in conjunction with students’ involvement in a community improvement activity. Three class hours.

PHL 250 Professional Ethics 3 Credits
A study of ethical principles and of ethical problems in the professional world. The course is intended to provide students with the ability to analyze ethical situations within a specific profession such as health care, business, and public administration. The course includes lectures, discussions, case analyses, the study of codes of ethics, and individual projects. The topic for each semester is indicated in the course title. The course may not be repeated for additional credit hours. Three class hours. (SUNY-H)

PHL 290 Independent Study Variable Credit
See the Department Chairperson.
PHO 213 (formerly COM 213)  Color Photography  4 Credits
Introduction to the principles, materials and processes of color photography. Application of color filtration and printing controls, electronic lighting for studio and non-studio locations. Realistic color image assignments, including portrait and illustration. Two class hours, four laboratory hours. Prerequisite: COM 106 or PHO 106 or COM 113 or PHO 113 or permission of instructor.

PHO 223 (formerly COM 223)  Photographic Documentation  4 Credits
An advanced course in applied photography utilizing the photograph as a document for use in social, scientific and environmental research, civil evidence, and journalistic inquiry. Technical processes, image integrity, macro techniques, and legal issues will be integrated with pragmatic assignments for skill development. Two class hours, four laboratory hours. Prerequisite: COM 106 or PHO 106 or COM 113 or PHO 113 or permission of instructor.

Physical Education--Coed

PE 101  Co-ed Personal Fitness  2 Credits
A course designed to develop the student’s awareness of, and responsibility for, his/her own personal fitness. It is primarily a lecture class, but does include a comprehensive physical fitness screening component. The course material will provide the student with sound criteria for decision making with regard to their own physical fitness. Two class hours. ONE CREDIT HOUR ACTIVITY COURSES. Please carefully check the master schedule for class meeting times for our one-credit courses. Classes vary from meeting once a week for two hours, twice a week for one hour, both for an entire semester, to twice a week for two hours for an eight-week period of time. Other variations will occur. PEW - Seats held primarily for women; however, either sex may take. PEM - Seats held primarily for men; however, either sex may take. PEC - TEAM SPORTS Softball, Volleyball, Soccer, Basketball, Floor Hockey, Touch Football. Courses cover basic skills, rules and strategies. Watch for each paired with a variety of other PE activity courses or as a single offering. (Pairings will vary from semester to semester.) PEC-INDIVIDUAL SPORTS Racquetball, Tennis, Badminton, Golf, Archery, Dance, Swimming, Canoeing, and Bowling (see fee courses). Courses cover basic skills, rules, and strategies where applicable. Watch for each paired with a variety of other PE activity courses or as a single offering. (Pairings will vary from semester to semester.)

PEC 100  Fitness Theory and Conditioning for the Professions  1-3 Credits
A course designed to meet the specific fitness needs for the professions, such as law enforcement/firefighter. It will provide general fitness information and conditioning as well as job specific training. It will provide pre- and post-assessments and personalize fitness and job specific training programs. Credit will be determined by the needs of the specific class/profession enrolled.

PEC 123  Introduction to Kayaking  2 Credits
An introduction to the world of kayaking. This course will cover equipment components needed to kayak safely as well as basic strokes, reading the river, rescue techniques, and how to roll a kayak. One class hour, two laboratory hours. Prerequisite: COM 106 or PHO 106 or COM 113 or PHO 113 or permission of instructor.

PEC 144  Dance Composition  1 Credit
Teaches the components of composition; staging, timing, movement patterns, rhythms, stylization, etc. The culmination of the course will be a dance solo written and performed by the student. A dance background is recommended. Two laboratory hours.

PEC 148  Physical Fitness Theory and Practice  2 Credits
A course designed to provide a complete fitness experience. This course includes sections for yoga and Tai Chi, Tae Kwon Do, Cardio Bootcamp, Personal Defense and Fitness Walking. It will also include a comprehensive fitness assessment and interpretation that will generate a personalized exercise prescription, which will be executed in a monitored program specific to assigned fitness subject, topic, or theme. Lecture topics will include the benefits of exercise, safety, program design, components of fitness, and other timely topics. The online section(s) of this class require outside physical activity and testing. One class hour, two laboratory hours.

PEC 150  Adventure Bound  2 Credits
A course in which the student will participate in a variety of provocative community/outdoor oriented experiences and classroom presentations. High and low project adventure ropes courses, trust and initiative games, camping and survival skills, circus acrosports, canoeing and hiking sojourns, service to populations at risk, etc., are a few of the adventure experience options from which the student will select several to participate in. One class hour, two laboratory hours.

PEC 151  Men's and Women's Physical Education: Co-ed Golf  1 Credit
An introductory course on the basic skills, strategies and techniques of golf. Two class hours.

PEC 157  Men's and Women's Physical Education: Co-ed Racquetball  1 Credit
A course introducing the basic skills, rules and strategies of racquetball. The course will include safety, basic strokes and positioning for singles, doubles and cutthroat. Two class hours.
Physical Education—Criminal Justice

PEJ 101 Physical Fitness I - Criminal Justice 2 Credits
A specialized physical education program for Criminal Justice students. The course will emphasize an understanding of physical fitness and its direct application to the Criminal Justice profession. Specific instructions will cover physical fitness, running, tumbling, swimming, and self-evaluation and exercise program development. Three class hours.

Physical Education—Women

PEW 145 Dance Technique 1 Credit
Course consists of modern and jazz. Emphasis is placed on correct form and techniques. A long warm-up of barre and floor work is followed by learning set routines. Two laboratory hours.

PEW 148 Fitness for Women 2 Credits
A course designed to provide a complete fitness experience specifically for women. The content includes the assessment of present fitness level and the development and practice of a balanced, individualized physical fitness program. The emphasis of the course is the specialized needs of the women in relation to fitness and exercise, the responses of women to exercise, and the special problems faced by women in fitness activities. The online section(s) of this class require outside physical activity and testing. Three class hours.

Physical Studies/Physical Education

PPE 100 Introduction to Sport Science 4 Credits
A course designed to expose the student to the components of the sport sciences, including anatomy and physiology, biomechanics, sport medicine, and sport technology as they relate to human exercise. This class includes both theory and practice through a lecture and laboratory experience. Five class hours per week.

PPE 120 Team Sports 3 Credits
A course based on teaching competencies for students future use focusing on team sports such as softball, soccer, and basketball. Students will learn skill development, class organizational principles, and coaching strategies. Six laboratory hours.

PPE 150 Adventure Bound 3 Credits
A course in which the student will participate in a variety of provocative community/outdoor oriented experiences and classroom presentations. High and low project adventure ropes courses, trust and initiative games, camping and survival skills, circus acrosports, canoeing and hiking sojourns, service to populations at risk, etc., are a few of the adventure experience options from which the student will select several to participate in. Two class hours, two laboratory hours.

PPE 170 Introduction to Sport Medicine 3 Credits
Covers the nature, philosophy, and practice of the field of sport medicine. Prevention, emergency care, and rehabilitation as they pertain to certain athletic injuries will be the focus of the course. This course satisfies the requirements of the NYS Education Department Coaching Certification Course: Health Science Applied to Coaching. Three class hours.

PPE 175 Philosophy and Principles of Physical Education and Athletics 3 Credits
Designed to expose the professional preparation student to the history and development trends of the field. Specifically, exposure to the subfields of Physical Studies will be explored. These will include, but not be limited to, Physical Education, Sport Medicine, Sport Psychology, Exercise Physiology, Motor Learning, History of Sport, Sociology of Sport, Recreation, Health Education, Adapted Physical Education, Coaching, and current issues. Special emphasis on the role of coaching as part of the education system, legal and health considerations, and local, state, and national roles as they pertain to sport. This course satisfies the requirements of the NYS Education Department Coaching Certification Course: Principles, Philosophy and Organization of Athletics. Three class hours.

PPE 179 Lifeguarding 2 Credits
A full semester course to certify students in American Red Cross Lifeguarding. Students need to be strong swimmers and must be able to do the breaststroke with whip kick, sidestroke with inverted scissored, and freestyle with rotary breathing. The students must be able to tread water using egg beater kick and surface dive and retrieve a 10 pound brick. Each class warm up consists of 500-yard swim (20 lengths). This course includes CPR for the Professional Rescuer and standard first aid. At the completion of this course, the student must pass the Red Cross written and practical test for swimming. American Red Cross Administration Fee is $5.00. 1.5 class hours, 1.5 laboratory hours.

PPE 180 Sport Psychology 3 Credits
As the demand for enhanced sport performance continues, the cognitive or mental aspects within sport are being exposed. Sport Psychology has evolved through this need. Specifically, this course will relate the application of conventional psychological areas (personality, motivation, aggression, etc.) to the arena of sport. This course satisfies the requirement for a social science elective. Three class hours. (SUNY-SS)

PPE 209 Theories and Techniques of Coaching 3 Credits
This course is designed to examine theories and techniques in coaching through developing information, organization and management skills. Development of technical information, safety aspects and human relationships will be studied. The practical experience brings the student to an on-site awareness and participation. This course satisfies the state guidelines for elementary and secondary coaching certification. This course satisfies the requirements of the NYS Education Department Coaching Certification Course: Theory and Technique of Coaching. Three class hours per week.

PPE 211 Selected Certifications in Youth Sport 1 Credit
This course is designed to provide three specific essential certifications for pre-service and in-service professionals in the field of Coaching, Sport and Athletics. Specifically, students will participate in the required experiences leading toward SAVE, Child Abuse, and Youth Sport Coaching (level 1) certifications in New York State.

PPE 213 Gymnastics Theories and Practices 2 Credits
Focus is on the student’s attainment of methods, theory and skills for teaching artistic, rhythmic, and acrobatic gymnastics to participants of pre-school through high school physical education/recreation programs. The history and philosophy of gymnastics and the administration of gymnastic programs (classes, exhibitions, meets and clubs) will also be studied. Three hours per week. (Open to Physical Studies students only.)

PPE 214 Early Childhood Physical Education 3 Credits
Early childhood games and activities will be introduced and practiced. The emphasis of this course will be the contribution of games and activities to the cognitive, social, and psychomotor development of children. Online sections of this class require observation time at formal school and informal activity settings. Three class hours.

www.monroecc.edu/go/courses
**PPE 215  Sports Management  3 Credits**
Survey course addressing the role of administration specific to fitness, athletic and rehabilitative facilities. It will present general administrative principles as well as those specific to the field. Three class hours.

**PPE 240  Selected Topics in Physical Studies  3 Credits**
An overview and introduction to various methods of presentation in the sport sciences. The ability to effectively communicate ideas, information, and teach skills is fundamental to the field of Physical Studies. The goal of this course is to provide theoretical and practical experience in group presentation and written communication of a selected topic. Three class hours.

**PPE 245  Dance Methods and Techniques for Physical Studies Majors  1 Credit**
A dance technique course designed for dance major students. Dance theory and technique will be covered and the students will be required to develop a dance lesson plan and lead the class in warmups. Two laboratory hours. (Open to Physical Education students only.)

**PPE 271  Issues and Perspectives in Sport Science  4 Credits**
Designed to explore professional issues within the field of sport science. Topics such as sociological issues, physiology of exercise, and therapeutic exercise as they affect sport and sport participation will be explored. Four class hours, variable laboratory hours. Prerequisites: PPE 170 or PPE 175, and permission of department.

**PPE 275  Physiology of Exercise  4 Credits**
Exercise physiology is the scientific basis for the field of physical education. This course provides students with an opportunity to deepen their understanding of the body’s responses and adaptations to exercise. Each of the body’s systems will be reviewed with a focus on the influences of activity. Laboratory experiences will allow students to integrate and apply the concepts of exercise physiology through investigative experiments. Three class hours, two laboratory hours. This course satisfies the requirement for a natural science. Prerequisite: BIO 135.

**PPE 290  Independent Study  Variable Credit**
See the Department Chairperson.

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**Physics**

**PHY 100  Preparatory Physics  4 Credits**
This course is suggested for those who have not successfully completed high school physics or have an inadequate preparation in mathematics or physics. It is also a preparatory course for students intending to follow the Applied Physics sequence. Topics will include problem solving techniques, velocity, acceleration, force, Newton’s Laws of Motion, momentum, energy, and conservation laws. Three class hours, two laboratory hours. Prerequisite: MTH 104 or MTH 135 taken concurrently or previously completed.

**PHY 120  Physics for Non-Majors Laboratory  1 Credit**
A laboratory course to supplement class lectures in PHY 121. Exercises will cover motion, Newton’s Laws, energy, electricity, magnetism, optics and modern physics. Computers will be used extensively to collect and analyze data, process video images, and run simulations. Two laboratory hours. NOTE: This course only meets SUNY General Education Natural Science requirements when both PHY 120 and PHY 121 are successfully completed. (SUNY-NS) Prerequisites: PHY 121 may be taken concurrently or previously completed.

**PHY 121  Physics for Non-Majors I  3 Credits**
A non-mathematical course in classical and modern physics; intended for those seeking a natural science elective. Topics include gravitation, electricity and magnetism, the nature of light, Einstein’s Theories of Relativity, Quantum Mechanics, blackholes, and the Big Bang. Students interested in taking a transferable laboratory science course should enroll in PHY 120 concurrently. Three class hours. NOTE: Students who successfully complete PHY 121 may, with addition of PHY 120, complete the requirement of SUNY Natural Science General Education. PHY 120 may be taken concurrently or in a later semester, but the student will not have satisfied the SUNY requirement until both PHY 120 and PHY 121 are successfully completed. (SUNY-NS) Prerequisites: PHY 121 may be taken concurrently or previously completed.

**PHY 132  Applied Physics II  4 Credits**
A continuation of PHY 131. Topics to include the properties of materials, temperature, heat and thermodynamics, vibrational motion, wave motion, sound, and geometrical and physical optics. Three class hours, two laboratory hours. Prerequisites: PHY 131; MTH 141 or MTH 165 taken concurrently or previously completed.

**PHY 141  Radiographic Physics  3 Credits**
An introductory course in electricity, magnetism, and radiation physics, stressing the basic principles underlying the operation of x-ray equipment and auxiliary devices. Topics will include AC and DC circuits, electromagnetism, electronics, production and detection of x-rays, and x-ray machine circuitry. Spring semester only. Two class hours, two laboratory hours. (SUNY-NS) Prerequisite: PHY 140.

**PHY 145  College Physics I  4 Credits**
An introductory course in classical mechanics, heat and waves at the mathematical level of intermediate algebra and trigonometry. Intended for transfer students seeking a laboratory science elective and for those in life science and pre-professional programs. Topics include kinematics, dynamics, momentum and energy, kinetic theory, heat, and waves. Three class hours, three laboratory hours. (SUNY-NS) Prerequisite: Either MTH 140 or MTH 165 taken concurrently or previously completed.

**PHY 146  College Physics II  4 Credits**
A continuation of PHY 145. Topics include electrostatics, DC circuits, magnetism, electromagnetic waves, optics and quantum theory. Three class hours, three laboratory hours. Prerequisites: PHY 145 with a grade of C or higher, MTH 141 (may be taken concurrently) or MTH 165.

**PHY 154  General Physics I  4 Credits**
An introductory course in classical mechanics and waves using calculus. The course is intended primarily for transfer students pursing computer science and pre-professional programs that require the study of physics using calculus. Offered only during the summer session. Three class hours, three laboratory hours. (SUNY-NS) Prerequisite: MTH 210 completed prior to beginning PHY 154.

**PHY 155  General Physics II  4 Credits**
A continuation of PHY 154. Topics to include electricity and magnetism, DC and AC circuits, optics, and topics from modern physics. Offered only during the summer session. Three class hours, three laboratory hours. Prerequisite: PHY 154 with a grade of C or higher.
Achieving pleasing aesthetics, dimensional capabilities, and tolerance capabilities, ASTM tests, product design rules of the various plastic manufacturing methods, structural performance, and joining and decorating plastic products. Three class hours. 

Prerequisite: PLA 110.

PLA 212 Introduction to Polymeric Materials 3 Credits

A precise, yet non-mathematical introduction to plastics (polymers), their raw materials, syntheses, properties, and the multitude of growing applications. The manufacturing and properties of plastics will be discussed in some detail, as a function of both molecular and supermolecular structure. Both thermoplastics and thermostet plastics (resins) will be discussed, including recent advances in topics such as recycling and composites. Three class hours. 

Prerequisite: PLA 110.

Police: Law Enforcement

Police: Law Enforcement courses are offered by the Public Safety Training Center. For other courses offered at the Center, see Emergency Medical Services and Public Safety Training.

PLE 101 Fundamentals of Policing 13 Credits

This course examines the operations of the criminal justice system with special emphasis on the role and responsibilities of police officers. Focuses on the legal basis for law enforcement operations starting with the United States Constitution and specifically, exploring the NYS Penal Law, Civil Procedure Law, Vehicle and Traffic and Juvenile Procedures. Routine patrol responsibilities are also explained. Must be sworn police officer or sheriff's deputy employed or sponsored by a law enforcement agency. Forty class hours.

PLE 102 Police Proficiencies and Procedures 17.5 Credits

This course focuses on the proficiencies and procedures applied through critical thinking techniques and hands-on development. Analytical, investigative and physical skills are developed. Application of the scientific method to criminal and traffic investigation is developed. Application of the use of force continuum will be explained, demonstrated, practiced, and assessed. Must be sworn police officer or sheriff's deputy employed or sponsored by a law enforcement agency. Twenty-three class hours.

PLE 103 The Community and Policing: Serving Special Populations 13 Credits

This course is designed to give each officer insight into the cultural diversity and special needs of the community he/she will serve. Special emphasis is placed on ethical issues, stress and community resources and services. The course will also teach the officer how to effectively and compassionately deal with child abuse cases and those involving the non-hearing, as well as how to become a crime prevention resource. Must be sworn police officer or sheriff's deputy employed or sponsored by a law enforcement agency. Thirty-three class hours, seven laboratory hours.

PLE 104 Practicum in Policing I 1 Credit

This one-week course is designed to place part time police recruits into an application laboratory experience where he/she applies the basic principles, theories, and techniques taught in the training academy. The recruit oficer/deputy is under close supervision of an assessment professional - the Field Training Officer. Successful completion of this course leads to certification as a Police Officer by the NYS Bureau for Municipal Police. Forty experiential hours.

Prerequisites: PLE 101, PLE 102, PLE 103.

PLE 108 Corrections Officer Basic Training 22 Credits

This course is designed to prepare students to operate a variety of breath test equipment and be able to correctly interpret the findings of the tests. The chemical composition of alcohol is explored, as well as show the various instruments analyze the subject’s breath for measurable traces of alcohol. The student is eligible for New York State certification upon successful completion of this course. Thirty-two class hours, eight laboratory hours per week for 15 weeks.

PLE 131 Breath Analysis Operator 2 Credits

This course is designed to prepare students to operate a variety of breath test equipment and be able to correctly interpret the findings of the tests. The chemical composition of alcohol is explored, as well as show the various instruments analyze the subject’s breath for measurable traces of alcohol. The student is eligible for New York State certification upon successful completion of this course. Thirty-two class hours.

Prerequisite: Must be a sworn police or peace officer.

PLE 139 Crime Prevention 4.5 Credits

This course provides a historical, philosophical and operational introduction to proactive crime prevention by communities, law enforcement agencies and individuals. Comprehensive as well as individual strategies and actions will be explored. Subjects to be developed will include protection methods for the person, home and business. Skills for planning and implementing crime prevention programs will be developed and assessed. Public Safety professionals successfully completing this course will receive a New York State certification as a Crime Prevention Officer. Seventy instructional hours for the semester.
PLE 140  Criminal Investigation 4.5 Credits
This course is designed to prepare experienced law enforcement officers for specialized assignment in criminal investigation. Emphasis is placed on the organizational and analytical skills necessary to conduct a criminal investigation in a free society. Topic areas to be explored include statutory and policy dimension to investigation, the general process of investigation and case management, obtaining and securing physical evidence, documentation required, an introduction to interview and interrogation and special considerations in specific types of crime. Preparation of a prosecutorial package for trial summarizes this course. Must be employed as a Law Enforcement Officer. Seventy class hours for the semester.

PLE 166  Fundamentals of Accident Scene Investigation 4.5 Credits
This course is designed to prepare police officers to become proficient in the analysis of technical data found at the scene of the crash. Instruction includes: lecture and field projects in vehicle dynamics, development from field sketches and scale diagrams of possible point of perception, actual point of perception, initial contact, maximum engagement and final resting place of the involved vehicles, lectures and field projects dealing with thrust diagrams, vehicle rotation, severity of crashes, lecture and field examinations of crashed vehicles utilizing a vehicle damage record sheet. State certification is awarded upon successful completion. Two class hours, one laboratory hour. Students must be employed as a law enforcement officer and have the ability to use algebraic reasoning. Seventy class hours for the semester. Prerequisite: PLE 165.

PLE 172  Legal Issues in Public Safety .5 Credits
This seminar, presented semi-annually, examines the latest court rulings as well as changes in public law, then explains how each affects law enforcement policies, procedures and operations. This seminar is presented by the District Attorney’s and/or United States Attorney’s Offices. Participants will receive most current information relative to court philosophies, relevant precedent setting decisions, and changes in public law. Legislative and judicial trends will be diagnosed during presentation. Due to the dynamic nature of the subject, this course may be taken more than once. Student must be in service as a public safety professional. Eight class hours.

PLE 201  Interview and Interrogation 2 Credits
The program is designed to provide investigators with proven techniques that can be applied in various accusatory and non-accusatory interview situations. Participants will develop skills in preparing for the interrogation with a “game plan” which emphasizes a pro-active rather than reactive role. Participants will learn what to expect, what to look for, and how to interpret what is happening in the interrogation setting. A series of lectures, video tape exercises, practical hands-on classroom experiences, and evening assignments are used in the instruction. The program includes up-to-date information on the legal aspects of interrogation and admissibility of the confession into court. Student must be in service as a public safety professional. Twenty-eight class hours, seven laboratory hours.

PLE 202  Tactical Warrant Service and Building Searches 2 Credits
This course will educate public safety officers assigned to conduct building searches and narcotic search warrants. The curriculum includes situational risk analysis, legal issues and liability, planning, briefing, critiquing exercises, Active Countermeasures, Dynamic and Covert Entry techniques, weapons control and retention, and basic and advanced shooting skills. Upon successful completion of this course, the student will be able to demonstrate their proficiency by written test, oral report, practical exam of performance skills, and peer assessment. Thirty-five instructional hours. Must be a sworn police or peace officer.

PLE 210  Police Supervision 6 Credits
The purpose of the course in Police Supervision is to insure that law enforcement officers newly promoted to supervisory rank receive a course of professional training in the principles of supervision and management to prepare them to carry out their duties properly. This course reflects a balanced overview of the role of the supervisor and also provides an understanding of the knowledge and the skills needed by the supervisor to function effectively, efficiently, and professionally. Special emphasis is placed on incident management, leadership skills, communications, and resource development. Student must be a law enforcement professional who is in line for promotion. One-hundred-five class hours.

PLE 220  Instructor Development Course 4.5 Credits
Public safety professionals have important knowledge and skills obtained through study and life experience. This course will provide the tools for the Bureau of Municipal Police instructor candidate to develop the research, preparation, and communication skills necessary for effective presentations. The focus is on training needs, writing instructional objectives, lesson planning, graphic support, adult learning concepts, communication skills, the instructional process, and assessment. Participants will be required to develop and deliver a fifty-minute instructional block on a police topic of their choice. Student must be in service as a public safety professional. Seventy class hours for the semester.
PLE 221 Field Training and Evaluation 2 Credits
This course will provide the proper concepts of leadership and techniques of assessment, counseling, and documentation necessary for an experienced public safety professional to supervise and evaluate newly assigned recruit officers who have completed the academic component of basic recruit training. The focus is to develop the abilities of the experienced public safety professional to assist the recruit in a smooth transition from academic lecture to street reality. Successful completion of this course fulfills the requirements to become a Field Training Officer. Student must be in service as a public safety professional for at least three years. Seventy class hours for the semester.

PLE 222 Firearms Instructor Course 4 Credits
This course will provide the research, preparation and communication skills necessary for effective presentations. Range safety and management are covered in detail through both classroom instruction and practical exercises. The focus of this course is on identifying training needs, writing instructional objectives, lesson planning, adult learning concepts, instructional processes, rules of the range, and assessment. Special emphasis will be placed on New York State Penal Law Article 35 on the justification and use of deadly physical force. Participants will be required to design and deliver a fifty-minute instructional block on a firearms topic. Successful candidates will receive certification by the New York State Bureau of Municipal Police as a Firearms Instructor. Student must be employed as a public safety professional. Forty-five class hours, twenty-five laboratory hours. Prerequisite: Successful completion of PLE 220.

PLE 230 Contemporary Issues in Public Safety I .5 Credits
This contemporary issues course provides the opportunity for public safety professionals to intensively confront the operational, administrative, leadership, and training issues of the day in the time compressed decision making environment of public safety agencies. A lecturer/facilitator will present the issue to be explored, analyze it, and then facilitate an exchange among the registrants on how the public safety community should respond. Some examples of issues to be confronted are increasing homicide rates, community notification on crime patterns and criminals, bias crime, and high speed pursuits, among others. At the end of the course, each registrant will author a position paper on the issue and her/his recommended public safety response. Due to the changing nature of the subject matter, this course may be taken more than once. Student must be in service as a public safety professional. Eight class hours.

PLE 231 Contemporary Issues in Public Safety II 1 Credit
This contemporary issues course provides the opportunity for public safety professionals to intensively confront the operational, administrative, leadership, and training issues of the day in the time compressed decision making environment of public safety agencies. A lecturer/facilitator will present the issue to be explored, analyze it, and then facilitate an exchange among the registrants on how the public safety community should respond. Some examples of issues to be confronted are increasing homicide rates, community notification on crime patterns and criminals, bias crime, and high speed pursuits, among others. At the end of the course, each registrant will author a position paper on the issue and her/his recommended public safety response. Due to the changing nature of the subject matter, this course may be taken more than once. Student must be in service as a public safety professional. Sixteen class hours.

PLE 232 Contemporary Issues in Public Safety II 2 Credits
This contemporary issues course provides the opportunity for public safety professionals to intensively confront the operational, administrative, leadership, and training issues of the day in the time compressed decision making environment of public safety agencies. A lecturer/facilitator will present the issue to be explored, analyze it, and then facilitate an exchange among the registrants on how the public safety community should respond. Some examples of issues to be confronted are increasing homicide rates, community notification on crime patterns and criminals, bias crime, and high speed pursuits, among others. At the end of the course, each registrant will author a position paper on the issue and her/his recommended public safety response. Due to the changing nature of the subject matter, this course may be taken more than once. Student must be in service as a public safety professional. Twenty-eight class hours, ten laboratory hours. Prerequisite: PLE 152.

PLE 233 Crime Scene and Evidence Handling 4.5 Credits
This course is the entry level offering for evidence technicians and specialists on the scientific techniques for processing a crime scene. Topic areas to be explored include constitutional and statutory law on search, seizure and admissibility of evidence, determining the expanses of the crime scene(s), the conduct of confined space and open field searches, types of searches, evidence collection techniques, evidence control, packaging and documentation, and court room testimony. Special attention will be placed on explosion, detonation and arson processing. Must currently be a police officer. Sixty class hours, ten laboratory hours. Prerequisite: PLE 152.

PLE 234 Defensive Tactics Instructor 4 Credits
This course is designed to develop specialized content knowledge for New York State Bureau of Municipal Police certified General Topics Instructors. The course focuses on the continuum of force which law enforcement officers may employ in restraining and arresting an individual. Topics to be explored include the law and policy on the use of force, the defensive tactics system, stimulus response training, levels of force/restraint on the continuum, verbal and physical techniques and safety considerations and techniques. The course will include both instructional and performance components. Upon successful completion of the course, participants will receive specialty certification by the New York State Bureau of Municipal Police as a Defensive Tactics Instructor. Must be a Peace or Police Officer. Fifty-six class hours, fourteen lab hours. Prerequisite: PLE 220.

PLE 244 Advanced Firearms Instructor 2 Credits
This course is designed to develop advanced instructional techniques for New York State Bureau of Municipal Police certified Firearms Instructors. Topics to be explored include weapon retention, response techniques to deficient shooters, safe operation of range facilities, instruction on and uses of special weapons, instruction on low light shooting, Occupational Safety and Health Administration standards for range operations, and legal obligations of range operators. Twenty-eight class hours, seven lab hours. Prerequisite: PLE 222.

PLE 265 Supervisor Enhanced In-Service .5-1 Credit
This course provides 7-15 hours of annual required common core instruction on operational, supervisory and management theories and techniques for the public safety supervisor. This instruction will be encompassed from the Bureau of Municipal Police, Public Safety Office general subject areas for police in-service education. The subject areas will include: legal issues, police and the public, police procedures, mechanics of arrest, and educational electives. A lecturer/facilitator will present this instructional. At the conclusion of this course, the participant will be given an authentic assessment consisting of one or more of the following: written test, oral exam, oral reporting, practical performance exam of skills learned, or peer assessment. Due to the annual requirement of instruction, this course may be taken more than once. Must be in service as a Supervisor for Public Safety Professionals. Variable class hours.

PLE 270 Contemporary Issues in Public Safety Variable Credit
This contemporary issues course provides the opportunity for public safety professionals to intensively confront the operational, administrative, leadership and training issues of the day in the time compressed, decision making environment of public safety agencies. A lecturer/facilitator will present the issue to be explored, analyze it and then facilitate an exchange among the registrants on how the public safety community should respond. Some examples of issues to be confronted are increasing homicide are increasing homicide rates, community notification on crime patterns and criminals, bias crime, and high speed pursuits, among others. At the end of the course, each registrant will author a position paper on the issue and her/his recommended public safety response. Due to the changing nature of the subject matter, this course may be taken more than once. Student must be in service as a public safety professional.
Political Science

POS 110  Introduction to Political Science  3 Credits
An introduction to the complex issues of politics, political behavior, and types of governmental structures. The purpose of this course is to develop analytical skills so that students as citizens may identify and deal with political alternatives. Three class hours. (SUNY-SS)

POS 120  American National Government  3 Credits
An analysis of major governmental institutions at the national level with special emphasis on their constitutional, statutory and customary powers, in interrelationships, and changing roles in contemporary American society. Special emphasis is on policy-making processes and outcomes. Three class hours. (SUNY-SS/AH)

POS 207  The Urban Political Process in the U.S.  3 Credits
An analysis of the plight of America’s cities and metropolitan areas through an examination of the causes and political ramifications of the housing, transportation, crime, educational and fiscal challenges to urban communities. Study of neighborhood and interest group coalitions as well as traditional governance systems is included. Three class hours. (SUNY-SS/AH)

POS 210  Introduction to Political Philosophy  3 Credits
A survey of major political ideas of the Western World including Anarchy, Conservatism, Liberalism, Elitism and Utopianism. Alternative value systems of thinkers such as Machiavelli, Locke, Marx and Mao Tse-tung are analyzed to determine their impact on our political world view. Three class hours. (SUNY-SS)

POS 218/GEG 218  Political Geography  3 Credits
Analysis of the geographics and politics of the state, everyday life, political regions, demographics, the emergence of the modern state system, contemporary international relations and ecological issues. Three class hours.

POS 220  International Politics  3 Credits
The nature of global politics in the post-World War II period as reflected in such factors as: the growth of thermonuclear super powers, wars of national liberation, the growth of nationalism in the non-western world, the rapid expansion of technology, and the increasing importance of the world’s diminishing natural resources. Three class hours. (SUNY-SS/OWC)

POS 225  Comparative Political Systems  3 Credits
A comparative analysis of the government and politics of the major industrialized nations of Western Europe and the former U.S.S.R. This team taught course will also focus on a study of the political systems in operation in Japan, South Korea, China and India. Three class hours. (SUNY-SS)

POS 230  Civil Liberties - U.S.  3 Credits
An examination of controversial issues in Constitutional history, such as sex and race discrimination, obscenity, social reform and the rights of the accused. Students will read landmark Supreme Court cases which determine both the limits and content of vital personal freedoms. Spring semester only. Three class hours. (SUNY-SS/AH)

POS 234  Model United Nations  4 Credits
This course offers opportunities for academic, career and personal growth for those interested in international affairs and the political arena. Students will work together researching the history, culture and relevant domestic issues of the assigned country, and will learn about one of the most important international organizations in the world: the United Nations. In the process, this class will provide students with the knowledge and leadership skills (i.e., negotiating, team building, public speaking, etc.) to prepare students as delegates to the Model United Nations Conference. In contrast to standard lecture courses, students will be actively involved in team directed preparation and content delivery. Attendance at the Model United Nations Conference is mandatory. Two class hours, two conference hours. Spring Semester only. Prerequisite: Registration in this course is by permission only, following an application and selection process that takes place in the Fall Semester.

POS 245  The American Presidency  3 Credits
An appraisal of the presidency of the United States, the growth of the imperial presidency and attempts to curtail power. Constitutional, statutory, political and personal factors are examined. Three class hours. (SUNY-SS/AH)

POS 250  The U.S. Congress  3 Credits
A course based around a study of the structure and workings of Congress. Focus is given to how Congress has evolved, how it works, and the major political and social pressures that influence its character. 3 credit hours.

POS 290  Independent Study  Variable Credit
See the Department Chairperson.

Psychology

PSY 100  Psychology of Interpersonal Relationships  3 Credits
The Psychology of Interpersonal Relationships is an experiential approach to everyday intra- and interpersonal processes. It emphasizes observation, practice and discussion of such topics as self disclosure, trust, verbal and nonverbal expression of feelings, listening skills, conflict resolution, anger and stress management and the value of cultivating diverse relationships. Basic psychological principles are presented and integrated into classroom discussion. Emphasis is on skill development. It is psychology for daily living, and is neither a preparatory course for PSY101 nor a prerequisite for other PSY courses.

PSY 101  Introductory Psychology  3 Credits
An introductory survey of the major concepts in the scientific study of human behavior, human development, motivation, learning, personality, individual differences and social behavior. Dual emphasis is placed upon understanding, integration and application to real life as well as theoretical and methodological issues. Opportunities for studying, tutoring, and supplemental testing will be made available to students outside of class time in the Psychology Learning Center. Three class hours. (SUNY-SS)

PSY 110  Understanding Psychological Disorder  3 Credits
This course is designed to give basic information about psychological disorder and treatment and help students learn to evaluate approaches to disorder and therapy. We will look at the historical development and also at recent theories of disorder and treatment. The course will use a variety of teaching techniques including lecture, class discussion, and group activities, and will include a variety of assignments and grading techniques including tests, projects, written work, and participation. Course not open to students who have passed PSY 206, except with permission of the instructor. Three class hours.

PSY 150  Psychology of Human Sexuality  3 Credits
Presents a review of the physiological and psychosocial components of sexuality. Primary emphasis is placed on sexuality in the context of love and intimacy, health, safety, and alternative sexual lifestyles. Three class hours. Prerequisite: PSY 101 or permission of instructor.
Course Descriptions

PSY 166  Psychology of Superstitions  3 Credits
An examination of non-critical thinking and human tendencies to believe unlikely (and impossible) claims about the human experience, with a special focus on beliefs on the fringe of serious psychology. Issues addressed in the course include popular beliefs about parapsychology, magic, alien abduction, personality testing, and the mental processes that support these beliefs.

PSY 200  Behavior Modification  3 Credits
A study of the principles of conditioning and learning as applied to practical approaches of behavior management and change. Special attention will be given to behavior change in institutional and personal settings. Self-regulation and cognitive-behavioral techniques will also be discussed. Three class hours.  
Prerequisite: PSY 101.

PSY 201  Developmental Psychology - Child  3 Credits
This course is an introduction to the foundations of development from conception through childhood. The course will explore the interdependence among the physical, cognitive, and social domains of development, and will examine various theories and research methods used to understand and study the development of infants and children. Current issues in the field and their impact on the developing child will also be highlighted. Students will be encouraged to investigate and critique recent research and its application.  
Prerequisite: PSY 101.

PSY 202  Developmental Psychology - Adolescence  3 Credits
A discussion of issues and theoretical perspectives in the study of adolescence, with particular focus on the physical, cognitive, and social/emotional changes that occur during adolescence. This includes the examination of identity formation, sexuality, family relationships, peer relationships, and moral development. This course will also discuss challenges facing adolescents today. Three class hours.  
Prerequisite: PSY 101.

PSY 203  Developmental Psychology - Adulthood and Aging  3 Credits
An integrated approach to the identification and understanding of the physical, cognitive, socioemotional developmental changes from early adulthood through the end of life. Aspects of adult development including the aging process and coping with death and dying will also be discussed. Three class hours.  
Prerequisite: PSY 101 or permission of instructor.

PSY 204  Industrial and Organizational Psychology  3 Credits
An introduction to behavioral science analyses of organizational, individual, and interpersonal issues in the workplace. This course exposes students to research, theories, and applied work on human behavior in workplace organizations, including the study of job performance and satisfaction, personnel selection and assessment, diversity in organizations, group and team processes, conflict management, leadership, stress and health at work, and human-machine factors. Three class hours.  
Prerequisite: PSY 101 with a grade of C or better.

PSY 205  Social Psychology  3 Credits
The scientific study of the individual in relation to other individuals, groups and cultural settings with special emphasis upon symbolism, socialization, value orientation, dynamics of behavior, perception of group structure and dynamics, intergroup relations and intergroup tensions. Three class hours.  
Prerequisites: PSY 101, plus three additional hours in PSY or SOC.

PSY 206  Abnormal Psychology  3 Credits
Includes a scientific and historical review of the study and treatment of psychopathology, discussion of the major theoretical orientations and the assumptions that underlie them, description of the major DSM disorders including their symptoms, and current treatments. Three class hours.  
Prerequisites: PSY 101 with a grade C or higher.

PSY 207  Educational Psychology  3 Credits
This course is for students who are considering careers involving teaching. Through selected readings, discussions, class lectures and activities, the class will explore the process of teaching and learning. Students will learn about the teaching/learning process, how to identify the strengths and weaknesses of their own natural teaching styles, and how to recognize and deal with student differences. Students will explore how principles of psychology can be applied to the teaching/learning process. Three class hours.  
Prerequisite: PSY 101.

PSY 212  Developmental Psychology - Lifespan  3 Credits
This course is an introduction to the foundations of human development across the lifespan. The course will describe the history and foundational knowledge related to the study of childhood, adolescence, and adulthood, examine the various theories of developmental psychology, and highlight current issues in the field. Three class hours.  
Prerequisite: PSY 101.

PSY 215  Cognitive Psychology  3 Credits
How do we think, make decisions, solve problems, perceive our world, and remember our past? What is intelligence, creativity, or awareness? Cognitive psychology explores these complex and important human processes. In this course, students will learn the theories, methods, and concepts of cognitive psychology and apply them to many areas of life.  
Prerequisite: PSY 101 with a grade of C or better.

PSY 220  Research Methods in Social Sciences  3 Credits
Through a combination of lecture and hands-on research projects, this course examines the philosophy and methodology of social science and how they are applied to social questions. Students plan and conduct research projects and write papers describing their research following APA style. Topics to be explored include experimental and non-experimental research methods, the development of testable hypotheses, and the use of electronic databases to explore and review the scientific literature and ethical issues. Three class hours.  
Traditionally offered on-line in the Fall Semester and in the classroom in the Spring Semester. (SUNY-SS)  
Prerequisites: PSY 101 with minimum grade of C; MTH 160.

PSY 222  Social Psychology of the Holocaust  3 Credits
The social and psychological bases for manifestations of and responses to the Holocaust will be used to explore and analyze attitude change, prejudice and discrimination, aggression, cooperative behavior, bystander behavior, and prosocial behavior. The unique historic events that have come to be known as the Holocaust will be used as a vehicle to explore the diverse forms of individual and social behavior that can exist in the midst of dysfunctional social order. Three class hours.  
Prerequisites: HIS 260 recommended.

PSY 260  Psychology of Health  3 Credits
This course explores the relationship between psychological factors and health issues. Traditional and complementary health care applications will be reviewed and evaluated. How do self-deceiving thoughts, negative emotions (such as anxiety, anger, fear) and bad habits diminish health, vitality and longevity? Students will be encouraged to assess their own health patterns. Techniques for modifying lifestyle and managing stress are presented. Three class hours.  
Prerequisite: PSY 101.

PSY 261  The Psychology of Learning and Behavior Disorders  3 Credits
This course will serve to introduce students to the field of learning and behavior disorders. It is designed for those interested in recognizing and understanding learning disabilities, attention-deficit/hyperactivity, conduct disorders, autism, and other emotional and behavior disorders. The course will cover biological, environmental and developmental risk factors, current theoretical approaches to the understanding of disorders, and education and intervention strategies. Three class hours.  
Prerequisite: PSY 101 or permission of instructor.

PSY 262  Forensic Psychology  3 Credits
The focus of this course is an examination of the interaction between the discipline of psychology and the criminal justice system. It examines the aspects of human behavior directly related to the legal process such as eyewitness memory, testimony, jury decision making, and
criminal behavior. In addition, the professional practice of psychology will be examined as to how it interacts with the legal system, and criminal and civil law. The student will gain an understanding of the production and application of psychological knowledge to the civil and criminal justice systems. It embraces psychology and the law, psychology of police and policing, corrections, parole, victim services, addiction services, family services, and the full range of activities related to law enforcement and treatment of offenders. This course provides a strong foundation of understanding for individuals interested in psychology, law, criminal justice, and related fields. Three class hours.

Prequisite: PSY 101 or SOC 101 or permission of instructor.

PSY 270 Selected Topics in Psychology

3 Credits

This course will explore a different topic in depth each semester. Using a variety of methods, including readings, tests, homework assignments, projects, papers, and group work, students will learn about the important questions and methodologies researchers use to address the topic. They will learn what we know and don't yet know about the topic, and appreciate its importance at personal, social, and global levels. Examples include the Psychology of Gender, the Psychology of Hunger, Eating and Body Image, and the Psychology of Memory and Thinking. Specific information as to the topics offered each semester will be available at the time of registration. Three class hours.

Prequisite: PSY 101

PSY 290 Independent Study Variable Credit
See the Department Chairperson.

Public Safety Training

Public Safety Training courses are offered by the Public Safety Training Center. For other courses offered at the Center, see Emergency Medical Services and Police: Law Enforcement.

PSC 100 Public Safety Telecommunicator

8 Credits

This is a first course for public safety telecommunicators and dispatchers. It covers operations of a public safety communications center, record keeping, how to communicate clearly in emergency situations, using 911 system communications equipment and communicating with diverse populations. Students successfully completing the course will be certified by the Association of Public Safety Communications Officers Institute. 128 class hours.

PSC 101 Emergency Medical Dispatch

2 Credits

This course prepares the participants to effectively triage illness and injury calls based on the information provided by callers and to competently give pre-arrival instructions to those in need of emergency services. Successful completion leads to certification by the National Academy of Emergency Medical Dispatch. Thirty class hours.

Prequisite: PST 130.

PST 145 Hazardous Materials and Emergency Response

3 Credits

Prepares emergency services personnel to respond to and mitigate emergencies involving hazardous materials. This course covers incident management, site safety, personal protective equipment, mitigation techniques, decontamination, and basic chemical and toxicological concepts. Successful completion of the final exam satisfies 29 CFR 1910.120 First Responder Operations Level requirements. Three class hours.

PST 146 Hazardous Materials: Characteristics and Behavior

3 Credits

A study of chemical structures and reactions of hazardous materials with an emphasis on how they impact emergency management. Course topics include basic chemistry bonding, organic and inorganic compounds, and fire chemistry. Each of the nine major hazard classes is examined in depth. The course prepares students to make informed decisions about how hazardous materials may behave when released or combined with fires, transportation accidents, storage accidents, and fixed-site spills. Information gathering, management and use is stressed. Three class hours.

PST 210 Managing the Mass Casualty Incident

1 Credit

This course provides emergency services responders with a practical approach to managing public safety incidents when they are faced with more patients than there are personnel or equipment to care for them. Topics include incident scene planning and management and ways to incorporate these principles on all calls involving multiple patients. Sixteen instructional hours.

Prequisite: PST 130.
PST 211  Hazardous Materials Technician  2 Credits
This course provides students with basic knowledge and skills to mitigate the effects of a hazardous materials incident/spill on the environment and to the community. Topics include an overview of the laws and standards, resources and planning, nature of hazardous materials incidents, hazard and risk assessment, personal protective equipment, spill/release control, and decontamination. Twenty-two instruction hours, eighteen laboratory hours. Prerequisite: PST 113 or EMS 113.

PST 250  Pathway to Effective Leadership  3 Credits
Individuals involved in public safety organizations find themselves in formal and informal leadership roles. This course provides an overview of the concept of leadership, the situational leadership model, and opportunities for each participant to develop selected leadership skills. Both operational and organizational perspectives of public safety leadership are addressed. Eight class hours.

PST 251  Understanding and Motivating Others  1.5 Credits
Leaders and managers in public safety deal with a wide variety of personalities and the need to motivate others in diverse settings. This course provides a framework to promote the understanding of others’ personalities and a model to increase the success of motivators specifically to public safety organizations and environments. Prerequisite: PST 250.

PST 252  Understanding the Group: A Leader’s Challenge  1.5 Credits
Public safety leaders and managers need to understand the importance and workings of groups both inside and outside their organizations. This course introduces the subject to leading groups while focusing on the public safety environment. Topics include group developmental stages, group goals, subgroups, and maximizing group effectiveness. Emphasis placed on practical applications or concepts and models. Prerequisite: PST 251.

PST 265  Public Safety Leadership Development Seminar  3 Credits
This course provides aspiring and emerging public safety leaders and those already in leadership positions the opportunity to explore the concept of leadership and to develop and improve their leadership knowledge, skills, and behaviors. The course integrates reading from the humanities, experiential exercises, dialogue, films, and contemporary readings on leadership in the public safety context. Fall Semester only. Three class hours.

Quality Control Technology

OCT 201  Total Quality Control  3 Credits
Overall aspects of quality control. Considers quality from the overall point of view. Represents the philosophy of quality control, together with concepts of modern day quality control and relationships, manufacturing controls, auditing, and customer relationships. Three class hours. Prerequisite: OCT 125.

OCT 223  Acceptance Sampling  3 Credits
Presents strategies for construction and evaluation of sampling plans for product and process evaluations and supplier audits. Topics include single, double, multiple and sequential techniques for attributes sampling. Plans used most often in industry are covered (Military Standards, Dodge-Romig, etc.). Supplier verification schemes and quality audits are also discussed. Three class hours. Prerequisite: OCT 125.

Radiologic Technology

XRT 111  Radiographic Technology I  9 Credits
An introductory course in radiographic technology fundamentals. The course focuses on radiographic positioning procedural competency, radiographic exposure principles and application, radiographic image processing essentials, medical terminology, and basic patient care. Fall semester only. Six class hours, seven laboratory hours. Prerequisite: PST 250.

XRT 122  Radiographic Technology II  6 Credits
Study of advanced radiographic positioning procedures, and in-depth radiographic exposure principles and experimental applications. Additional emphasis is on contrast media used in diagnostic imaging, pediatric radiography, and radiography of the skull, sinuses, and temporal bone. Spring semester only. Four class hours, four laboratory hours. Prerequisites: XRT 111 and XRT 151 with a grade of C or better.

XRT 151  Orientation/Clinical Education I  4 Credits
An overview of diagnostic radiography and its role in health care delivery including specific guidelines, responsibilities, policies, and clinical education experience. Emphasis is on orientation to the program and the clinical setting, radiography as a health science profession, professional ethics, and safety issues. Fall semester only. Three conference hours, five clinical laboratory hours. Prerequisites: XRT 153 with a grade of C or better and BIO 142 or permission of the program director.

XRT 152  Clinical Education II  4 Credits
A continuation of XRT 151. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in basic routine procedures and gradually move through mastery learning toward competent clinical attitudes and skills development. Spring semester only. Twelve clinical laboratory hours. Prerequisites: XRT 111 and XRT 151 with a grade of C or better.

XRT 153  Clinical Education III  4 Credits
A continuation of XRT 152. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in standard routine procedures and gradually move through mastery learning toward competent clinical attitudes and skills development. Additional laboratory focus is on mammography including competency testing. Forty clinical hours each week for seven weeks of summer session. Prerequisites: XRT 122 and XRT 152 with a grade of C or better, and PHY 141.

XRT 211  Radiographic Technology III  3 Credits
Study of advanced radiography of the facial bones by producing and evaluating phantom radiographic images. Continuation of advanced radiographic exposure utilizing theory, applications, and problem solving. Additional focus is on the fundamental principles of radiation biology and protection with emphasis on implications for technologists. Fall semester only. Two class hours, three laboratory hours. Prerequisite: XRT 153 with a grade of C or better.

XRT 215  Sectional Anatomy  1 Credit
Designed to provide students in the diagnostic imaging sciences a basic understanding of three dimensional structure relationships of normal anatomy. Transverse, coronal, sagittal orientation of visceral anatomy of the head, neck, thorax, abdomen and pelvis will be presented with emphasis in the transverse plane. Computed tomography and magnetic resonance images will be used as supplemental learning tools. Fall semester only. One class hour. Prerequisites: XRT 153 with a grade of C or better and BIO 142, or permission of the program director.

XRT 220  Radiographic Pathology I  1 Credit
Designed to examine radiographic images for pathologic processes as compared to normal anatomy and topography. The main focus is on the study of changes which occur as a result of disease and injury which necessitate alteration of standard radiographic exposure applications. Probes pathology of the respiratory system, alimentary tract, and the hepato-biliary system. Fall
XRT 222  Radiographic Technology IV  5 Credits

The study of advance imaging such as special procedures, interventional radiography, computed tomography, and magnetic resonance imaging. Fundamentals applications of quality assurance for diagnostic radiology occurs in the energized x-ray laboratory. Additional focus is on radiographic equipment analysis and concepts of radiography management. Spring semester only. Four class hours, two laboratory hours.
Prerequisite: XRT 211, XRT 215, and XRT 251 with a grade of C or better.

XRT 230  Radiographic Pathology II  1 Credit

A continuation of XRT 220. Designed to examine radiographic images for pathologic processes as compared to normal anatomy and topography. The main focus is on the study of changes which occur as a result of disease and injury which necessitate alteration of standard radiographic exposure applications. Probes pathology of the genitourinary system, osseous system and joints, central nervous system, and investigates all aspects of neoplasia. Spring semester only. One class hour.
Prerequisite: XRT 220.

XRT 251  Clinical Education IV  8 Credits

A continuation of XRT 153. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in advanced procedures and gradually move through mastery learning toward competent clinical attitudes and skills development. Fall semester only. Twenty-four clinical laboratory hours.
Prerequisite: XRT 153 with a grade of C or better.

XRT 252  Clinical Education V  8 Credits

A continuation of XRT 251. This course is designed to involve students in supervised direct delivery of diagnostic radiographic services at an assigned clinical education center. A structured clinical learning plan enables the student to gain experience in advanced procedures and move through mastery learning toward competent clinical attitudes and skills development. Additional emphasis is on procedural proficiency leading to professional competence. Completion of all clinical education requirements and submission of the student's clinical portfolio is essential in order to graduate. A grade of C or better is required. Spring semester only. Twenty-four clinical laboratory hours.
Prerequisites: XRT 211, XRT 215, and XRT 251 with a grade of C or better.

XRT 253  Supplemental Clinical Education (Optional)  Variable Credit

This is not a required course. It is designed as an extension of the clinical education experience for those students who need additional time to successfully complete the required clinical competencies/graduate outcomes. Primarily intended as a supplement to XRT 252 and offered concurrently with XRT 153 (seven week summer session).

XRT 290  Independent Study  Variable Credit

See the Program Director.

Reading

REA 098  Reading Strategies  No Credit

This course is designed to help students refine their reading skills in order to enhance college success. The course curriculum develops general reading skills in addition to content specific reading strategies. Students will develop an increased ability in literal and interpretive comprehension, as well as develop college study reading techniques. Students will gain practice in reading and metacognitive skills in addition to vocabulary development relevant to their fields of study. The course is designed for students in the Transitional Studies Program, as well as students who have been accepted into degree or certificate programs with specified Accuplacer reading scores. Three imputed credit hours, no earned credits, three class hours per week; three fee hours.

REA 101  College Literacy and Reading  3 Credits

This is a course that will help students sharpen their abilities to actively engage with, understand, and apply college-level reading materials. Students from all majors and disciplines will improve their interpretive and analytical skills. This course is recommended for any student wishing to become a more effective reader. Fall and Spring Semesters. Three class hours.
Prerequisite: Accuplacer placement in ENG 101 or completion of TRS Reading Sequence.

Science

SCI 131  Integrated Science for Future Teachers I-The Physical World  4 Credits

This is the first in a sequence of two courses designed to explore the basics of physical science, geological science, chemistry, and biological science in an interdisciplinary, inquiry-based approach for students wishing to pursue a career in childhood education. The physical world focuses on Earth’s physical and geologic processes and how they govern and shape the dynamic world around us. Characteristics of energy, matter, chemical interactions, and electromagnetism are explored, along with the realms of weather, water resources, rocks/minerals, landscape development, and planetary change. Three class hours, three laboratory hours. (SUNY-NS)

SCI 132  Integrated Science for Future Teachers II-The Living World  4 Credits

This is the second in a sequence of two courses designed to teach the basics of physical science, geological science, chemistry, and biological science in an interdisciplinary inquiry-based approach for students wishing to pursue a career in childhood education. This course focuses on concepts in biology and chemistry and how they interact in the world around us. Characteristics of life, cells, reproduction, evolution, ecology, the diversity of plants and animals are covered, along with chemistry concepts such as organic molecules, the chemistry of water, pH, buffering systems and the chemistry of DNA. Three class hours, three laboratory hours.

Service Learning

SVL 101  Service-Learning Seminar  3 Credits

This course is designed for students to identify and analyze a socially significant need facing the local community and develop and implement a plan to address such a need. Students will examine why this need exists and identify areas of strength to apply to the issue. The course will cover such topics as ethical implications of service, citizenship development, motivation to serve, global issues of service and more. Students will complete critical reflection assignments and exercises that strengthen problem-solving and leadership skills while developing connections with people of diverse cultures and lifestyles. Service-learners are required to serve 135 hours over the course of the semester. Fulfills the requirements for a Social Science course.

SVL 106  Topics in Service-Learning  1 Credit

This course is designed to cover service-learning topics of special interest. Offerings will vary each semester, but each course is intended to increase students awareness of social issues within our community related to the course topic. Students will participate in service projects that meet the needs of the community and are integrated
into the curriculum of the course (30 service hours). Students will participate in structured critical reflection seminars where they will analyze and evaluate their service experiences and make essential connections between civic engagement and course curriculum. Fulfills the requirements for a Social Science course.

Social and Behavioral Sciences

SBS 125 Women’s Issues: The Pursuit of Options 3 Credits
This seminar course is concerned with discussing and assessing the personal and social issues pertaining to women returning to education in today’s world. Students will have an opportunity to explore and integrate the cognitive and affective aspects of adult development and relate them to their return to education. Three class hours. [SUNY-SS]

Sociology

SOC 101 Introductory Sociology 3 Credits
A survey of the major concepts employed in the systematic study of human relationships, with emphasis on society, culture, social interaction, socialization, groups, bureaucracy, institutions, collective behavior, social stratification, social control, social change and sociology as a field of knowledge. Three class hours. [SUNY-SS]

SOC 120 African Society and Culture 3 Credits
Examines the history and contemporary life of Africa through its triple heritage: what is indigenous, what was contributed by Islam, and what was acquired from the West. Offers a new perspective of Africa, exploring the story of the continent from the point of view of an African. Examines pre-European Africa, the influence of Islam and Christianity, and shows how both East and West and Africa exploited the slave trade. Looks at African economic and social systems, inherent conflicts, and Africa’s contributions to the rest of the world. Three class hours.

SOC 130 Sociology of Work 3 Credits
A study of workplaces in America and how they affect our lives, including effects of age roles, sex roles, family life, and neighborhood and community activities. Trends in the settings and organization of work will be explored. Local examples will be emphasized. Three class hours. [SUNY-SS]

SOC 150 Perspectives on Global Interdependence 3 Credits
Individuals, local communities, business enterprises, and nation-states are today inextricably involved in and affected by global relationships. This course provides an overview of the emergence and characteristics of global, social, economic, political, and ecological interdependence, particularly as these developments are affected by rapid social and technological change. In analyzing global problems, students evaluate conventional interpretations, refine analytical frameworks, and consider alternative strategies for coping with planetary issues. Students also assess their individual needs in the context of human survival and global interdependence. Three class hours. (SUNY-SS/OWC)
Prerequisite: At least one prior course in social sciences or permission of instructor.

SOC 200 Social Problems 3 Credits
An analysis of major social problems in contemporary society, their nature, development and social causes. The course examines the impact of problems such as poverty, crime, drug addiction and prejudice on the individual and society. Possible solutions for social problems are discussed. Three class hours. (SUNY-SS)
Prerequisite: SOC 101

SOC 201 Race and Ethnicity in the United States 3 Credits
This course explores the relationships between majority and minority populations in the United States. We will begin to understand the concepts of race and ethnicity not as static, but as changing phenomena. What is the nature of American identity? What are the social structural causes of inequality? This course will provide a sociological perspective centered on questions of race, identity and inter-group relations. We will explore such topics as the nature of prejudice and racism, policies affecting minorities, the social construction of race and migration to the United States. (SUNY-SS)
Prerequisite: SOC 101

SOC 202 Urban Sociology 3 Credits
Factors associated with development of urban communities, characteristics of urban institutions, trends in urban planning, ecological processes, and the effects upon the urban community of suburban development and migration. Three class hours. (SUNY-SS)
Prerequisite: SOC 101

SOC 203 Criminology 3 Credits
The course emphasizes the historical and contemporary theories of crime causation. Problems involving attempts to develop a scientific and objective approach to the phenomena of crime are analyzed. Issues such as the role of law, the political and economic institutions and the social structure which generate crime are investigated. Three class hours.
Prerequisite: SOC 101 or permission of department

SOC 204 Families in Society 3 Credits
A sociology study of the American family and marriage system. Students will be involved in cross-cultural and historical comparisons, analysis of courtship, mate selection, family roles, family disorganization, and alternative lifestyles. Three class hours.
Prerequisite: SOC 101

SOC 205 African-American Family 3 Credits
A comprehensive examination of the diverse and complex issues surrounding the African-American family unit as it has evolved from pre-slavery to contemporary period. It focuses on historical, social, cultural, political, economic and global conditions that have affected that institution. The course discusses key issues, themes and debates in the field and analyzes a variety of theoretical perspectives of examining the African-American family life.
Prerequisite: SOC 101

SOC 206 Sex and Gender in Society 3 Credits
A sociological analysis of the changing roles of women and men in American society. Includes historical background, cross-cultural insights, and an examination of contemporary trends. The major areas of emphasis will be family, education, occupation, law, and the feminist movement. Spring semester only. Three class hours.
Prerequisite: SOC 101

SOC 207 Sociology of Latin America 3 Credits
This course will introduce students to Latin American culture and society, and the experiences of Latino-Americans in the United States. Students will examine such issues and institutions as the history, family, government, culture, values, language, gender, and global challenges within Latin American societies, including the Caribbean, Mexico, and Central and South America. In addition, students will analyze the connection between Latin America and the United States through examination of such topics as identity, immigration experience, acculturation, and assimilation of Latino-Americans living in the United States. Three class hours. (SUNY-OWC)
Prerequisite: SOC 101

SOC 208 Environmental Sociology 3 Credits
An introduction to the key theoretical approaches and research within the emerging field of environmental sociology, and an examination of the ongoing research on how environmental problems have roots in social processes, such as culture, community, social inequality, social organization and social structure. Students will examine how human values about the environment and the relationships between humans and our physical environment are socially constructed. Students will develop a working knowledge of sociological research methods and theoretical perspectives in their analyses of the relationship between human societies and the physical environment. Offered in the Fall, Spring and Summer Semesters. Three class hours.
Prerequisite: SOC 101
SOC 220  Sociology Internship  3 Credits
A learning experience in a selected community agency or organization determined by the student’s area of interest. Under supervision, the student will be able to apply sociological methods and principles in a practical setting, become aware of social processes and community needs, or conduct research. Ten class hours per semester, 135 internship hours. Prerequisite: One other Sociology course and permission of instructor.

SOC 290  Independent Study  Variable Credit
See the Department Chairperson.

Speech And Theatre

SPT 119  Storytelling  3 Credits
Study of and practice in storytelling that will focus on stories appropriate for modern society. Storytelling is an art that requires the practice of craft-based techniques. Focus will be placed on story and character development, performance of a variety of stories, and evaluation of what makes a good story and its performance. (SUNY-A)

SPT 120  The Movies  3 Credits
A survey of the development of motion pictures from 1896 to the present. Emphasis on prominent directors, film genres, stars, and techniques of silent and sound eras; screenings and analysis of selected films. Three class hours. (SUNY-H)

SPT 121  Cinema Comedy  3 Credits
A study of the key figures in motion picture history, and the films they made. Focus will be placed on the great directors, actors, producers and screenwriters of the comedy genre. Three class hours.

SPT 122  Cinema Drama  3 Credits
A study of the key figures in motion picture history and the films they made. Focus will be placed on the great directors, actors, producers, and screenwriters of the dramatic cinema genre. Three class hours.

SPT 123  Dramatic Literature  3 Credits
Videotaped productions of important plays will be shown and discussed. The major periods of theater history will be surveyed. Each play will be placed in its theatrical and cultural context. Three class hours. (SUNY-H)

SPT 140  Introduction to Speech Communication  3 Credits
A survey of the major concepts of speech communication. This course will provide an introduction to interpersonal skills (perception, listening, verbal and nonverbal communication); public speaking (organization, delivery and basic speech writing); and small group communication (leadership, assertiveness and listening). Emphasis is on the application of these basic concepts in the personal, academic and professional lives of students. Three class hours.

SPT 141  Interpersonal Speech Communication  3 Credits
The focus of this course is to help students understand, evaluate, and improve their interactions with others in their personal and professional lives. Theory and practical skills include issues in listening, conflict resolution, assertiveness, and non-verbal communication. Emphasis is on the application of these and other communication skills to the daily lives of the class members. Three class hours.

SPT 142  Public Speaking  3 Credits
Primarily concerned with the source and substance of ideas, evidence, and reasoning that form the basis for good oral communication. Students will develop and present original speeches applying these ideas and the principles of organization, clarity, vitality, and ethics. When speaking, students will learn effective ways to use voice and body language to communicate a message. Three class hours.

SPT 143  Small Group Communication  3 Credits
Small group theory and process is examined from a communication perspective. Topics include leadership, goal setting, decision making, conflict, and the stages of group development. Students participate in groups. Three class hours.

SPT 144  Communication and Crisis  3 Credits
This course combines theories of communication and concepts of crisis necessary for dealing appropriately with people in crisis. Topics covered include practical skills: listening and responding, communicating assertively, managing conflict, and how these skills can be used to help people who are dealing with loss, grief, depression, and suicidal ideation. The on-line version of this course requires access to a camcorder. Three class hours.

SPT 145  Communication And Enrollment  3 Credits
This course varies each time it is offered. Examples of topics that may be taught are the examination of the independent film movement, race and gender in movies and television, international cinema, criticism of movies and television, delivery systems for the moving image, the documentary, film noir, and the movie star. Three class hours. Offered Fall and Spring Semesters. Prerequisite: SPT 120 or permission of instructor.

SPT 211  The Movie Business  3 Credits
Movies are a mass medium that has evolved from two art forms: the theatre and photography. But almost from the very beginning, the movies became a commercial enterprise with movie-making following an assembly line model of production. In order to fully understand the movies, students must understand the business that shapes almost all aspects of the process. This course will provide an overview to the business aspects of the movie industry. Specifically, topics will include financing, domestic/global marketing, distribution and exhibition. Three class hours. Offered Fall and Spring Semesters. Prerequisite: SPT 120

SPT 222  Topics in Cinema and Screen Studies  3 Credits
This course will vary each time it is offered. Examples of topics that may be taught are the examination of the independent film movement, race and gender in movies and television, international cinema, criticism of movies and television, delivery systems for the moving image, the documentary, film noir, and the movie star. Three class hours. Offered Fall and Spring Semesters. Prerequisite: SPT 120 or permission of instructor.

SPT 224  Speaking In Professional Situations  3 Credits
This course enables students to build on the basics of organization, vocal variety and body language learned in SPT 142. Students will apply these basic skills to a variety of professional speaking opportunities, including persuasive speaking, using technology to support speech purpose, forming and supporting arguments, and more. The skills developed in this course are immediately transferable to professional settings. Three class hours. Prerequisite: SPT 142 or permission of instructor.

SPT 290  Independent Study  Variable Credit
See the Department Chairperson.

THE 110  Introduction to the Theatre  3 Credits
A survey of drama and theatre as an art form. Explores playwriting, acting, lighting, makeup, costume, stagecraft, and theatre history. Three class hours. (SUNY-A)

THE 111  Introduction to Technical Theatre  3 Credits
An introductory, broad based study of technical theatre involving stage lighting, scenery construction, and stage rigging. Practical emphasis will be placed on the use of tools and equipment. Course requirements include an assignment in a theatre production. Three class hours. (SUNY-A)

THE 112  Fundamentals of Acting One 3 Credits
Basic acting skills taught through theater games, exercises; and performance of dramatic scenes. Three class hours. (SUNY-A).
THE 113  Stage Makeup  3 Credits
The principles and practice of applying stage makeup as used in theatrical production.

THE 147  Oral Interpretation  3 Credits
The oral interpretation of poetry, prose and playscripts. Process includes analysis of written material and development of the technical skills involved in reading aloud for an audience. Three class hours. (SUNY-H).

THE 148  Voice and Diction  3 Credits
This course concentrates on the methods of creating proper articulation, vocal tone, pitch, pace, and resonance; the practical application of breathing, relaxation, tongue and lip placement; and how these elements pertain to voice and diction. The final goal of this course is to instil in the student an awareness of the patterns and styles of speech that are acceptable and, in some instances, demanded upon the acting stage and in the real world. Three class hours.

THE 190  Theatre Rehearsal and Performance  1 Credit
The student participates in the rehearsal and public performance of a dramatic production. Typically, it involves a minimum of 18 hours of rehearsal and/or backstage crew work each week for a period of approximately six weeks. Thirty-five hours of work equals one credit hour. (SUNY-A)
Prerequisite: Audition and/or permission of the instructor.

THE 212  Fundamentals of Acting Two  3 Credits
Fundamentals of Acting Two is the next step in approaching voice and physical movement upon the stage. The class consists of developmental exercises aimed at freeing the voice and strengthening every aspect of the vocal instrument while developing an actor's commitment to a performance. This will include class participation, scene work, acting and movement exercises, vocal and movement games, and a final scene for an invited audience. (SUNY-A)
Prerequisite: THE 112.

Technology

TEK 100  Introduction to Engineering Technology Concepts  3 Credits
The student will explore the roles of the various members of the engineering team. Particular emphasis will be placed upon the role and tasks of the engineering technician. An introduction and description of each of the major technical fields will be provided. An extended review of the problem solving and graphic techniques common to all engineering technologies will be included. This review will emphasize mastery of the mathematical operations required. Three class hours.

TEK 101  Computer Applications for Technicians  2 Credits
Introduction to the IBM compatible PC as a tool for the technician. Introduction to DOS, Windows and Windows-based programs as used in technical work such as a database, spreadsheet, graphing, drawing, technical report word processing, data acquisition, and data entry. Technical specialty programs will be introduced. Fall semester only. (Occasionally offered during other semesters.) Three laboratory hours.

TEK 190  Introduction to the Engineering Technologies  3 Credits
A course to acquaint students with the phenomena, terminology and practices of selected technologies, history, present status and possibilities for the future are discussed. The course is divided into blocks sampling topics in Automotive, Civil Electronics, Fire Protection, Instrumentation, Mechanical, Optical, and Quality and Reliability Technology. The student will be introduced to some basic theory, typical class material and career opportunities for the various technologies. Fall semester only. Three class hours.

TEK 200  Laboratory Data Preparation and Analysis with MathCad  2 Credits
A course for individuals who acquire and analyze data in science, engineering or technology environments. MathCad is a widely used program in this arena and representative of this class of analysis programs. Students will import data into MathCad from text files and Excel files. Using this data, representative statistical and physical science calculations will be performed in MathCad. Graphs and text commentary will be prepared in MathCad. A typical "formal" laboratory report will be written. One class hour, two laboratory hours.
Prerequisite: MTH 140 or higher; one physics, engineering, or technical course with a laboratory recommended.

TEK 206  Special Topics in Engineering Technology  1-3 Credits
This course will present topics relative to the field of mechanical, electrical, optical, and/or manufacturing technologies not covered in existing courses. The topics will introduce the students to emerging technologies and new industry trends, along with their practical applications. Topics will change from semester to semester based upon faculty and student interest. The classes may consist of lecture, laboratory, or alternative learning environment.

Telecommunications

TLC 101  Telecommunications I  3 Credits
A broad overview of basic telecommunication concepts, practices, industry standards, historical events, and future trends. Three class hours.
Prerequisite: ELT 121 or ELT 130 or permission of the department chair.

TLC 111  Fiber Installation and Maintenance  2 Credits
This course covers the proper stripping, cleaning, cleaving, fusing, and connectorization of glass fibers using the popular tools of the trade. Students learn basic principles of light propagation through both multimode and singlemode fiber optic cable used by the telephone and computer network industry. Students become familiar with measurement techniques using specialized equipment such as the light source, power meter, and OTDR. Students are introduced to the assembly of fiber closures used in the outside plant of the public switched telephone network (PSTN). One class hour, two laboratory hours.

TLC 151  The Public Switched Telephone Network  4 Credits
This capstone course investigates how the public switched telephone network (PSTN) today can allow for billions of simultaneous voice and data communication paths to coexist nation wide and world wide. Using electronics and networking knowledge from other courses, students investigate how both telephone and computer connections are made through the PSTN. Students become familiar with the physical hardware making up the outside plant and gain insight as to how the various switches found in the PSTN automatically route phone calls and data transfer using twisted pair (copper), microwave, and fiber optic media. Three class hours, three laboratory hours.
Prerequisite: TLC 101 and TLC 111; corequisites: CPT 115 and ELT 232 (or ELT 121 and ELT 112).
Course Descriptions

Course: Tooling and Machining

TAM 101 Machine Theory I 3 Credits
A survey course of basic machine theory. Examines the types, operation, and usage of common machines and machine tools. Covered are the lathe, milling machine, surface grinders, bench tools, and measurement and layout tools. Focus is upon machine operations of cutting, turning, drilling, sawing, and grinding. Three class hours.

TAM 105 Machine Project Laboratory 3 Credits
This course will provide students with the opportunity to apply knowledge and develop machine operation skills through the creation of a variety of projects. The student will be required to demonstrate skill proficiency by completing the following machine shop projects: three step shaft, test shaft, test block, bolster plate, fly-cutter, extended tool holder, die stock, parallel clamp, sine bar, and vee-block. Nine laboratory hours.
Corequisites: TAM 101, TAM 121, TAM 131.

TAM 115 Principles of Metallurgy 3 Credits
Covers the basic principles of metallurgy and how they relate to the strength and hardening processes of steels, tool steels, and other alloys. Topics covered include steel production, steel testing and pyrometry, alloy theory, heat treatment, surface treatments, and steel types. Three class hours.

TAM 121 Mathematics for Machinists I 3 Credits
A basic mathematics course for beginning machinists. It is designed to acquaint the entry-level tooling and machining student with the mathematical concepts, terms, and formulas required to function as a machinist. The emphasis of the course is upon application of mathematical principles to the machine trades and developing mathematical/mechanical problem solving skills. Three class hours.

TAM 123 Mathematics for Machinists II 3 Credits
An advanced mathematics course for machinists. This course builds upon mathematical concepts and skills gained in mathematics for machinists. The students will learn how mathematics is applied in mechanisms and fixtures. The focus is upon those mathematical and shape related applications necessary for design, layout and machining accurate parts. Three class hours.
Prerequisite: TAM 121.

TAM 131 Machine Shop Print Reading I 3 Credits
The objective of this course is to develop an understanding of both simple and complex parts and the mechanisms, graphically described on blueprints. To differentiate between the various line types, multi-view representation and determination if key dimensions involving the given tolerances. The student will be able to develop the ability to visualize a completed part from a drawing. Three class hours.

TAM 132 Machine Shop Print Reading II 3 Credits
Students will be able to solve complex blueprint problems related to tool and shop applications. Section views, surface textures, screw threads, geometric tolerancing, steel identification, fasteners, castings, and coatings will be examined. Three class hours.
Prerequisite: TAM 131.

TAM 139 CNC Vertical Machine Tool Programming I 3 Credits
Basic understanding of the fundamental concepts and principles of computer numerical controlled machining and programming is the objective of this course. Students will study the CNC applications of common machines, the applications of appropriate mathematics to these machines, and basic programming processes and techniques. Students will be able to write a simple program. Three class hours.
Prerequisites: TAM 101, TAM 121, TAM 131, AND TAM 105 OR TAM 141.

TAM 141 Machine Shop Laboratory 3 Credits
Application of the fundamental concepts and processes covered in basic machine theory. Through creation of a series of machine parts, students will acquire basic tooling and machining skills. They will be required to layout and machine parts through use of the lathe, milling machine, drill press, and other machine and bench tools. Three class hours.
Prerequisites: TAM 101.

TAM 142 CNC Mill Set-up 3 Credits
Students will apply Computer Numerical Control (CNC) operating, set-up, and minor programming skills to produce components to specifications on various types of CNC milling equipment. There will be demonstrations and short student projects. Three class hours.
Prerequisites: TAM 101, TAM 121, AND TAM 131; Corequisite: TAM 139.

TAM 143 CNC Lathe Set-up 3 Credits
The student will learn the basics about Computer Numerical Control (CNC) lathes, understanding part programs, operator skills, basic set-up skills, and advanced set-up skills. Students will use a variety of instructional media to learn the concepts of CNC. Three class hours.
Prerequisites: TAM 101, TAM 121, AND TAM 131; Corequisite: TAM 139.

TAM 151 Geometric Dimensioning and Tolerancing for Machinists 3 Credits
Features interpretation of engineering drawings relative to the application of G.D. & T., the effect on manufacturing methods, verification procedures, and a comparison to and conversion to the coordinate system. Topics include G.D. & T. terms and symbols, true positioning concepts and assembly applications, angularity, parallelism, perpendicularity, datum axes, counterplanes, and actual geometric conditions and locations. Three class hours.
Prerequisite: TAM 131.

TAM 155 Tool and Fixture Design 3 Credits
This course will provide students with the opportunity to design and build machine shop tools and fixtures. The course covers a minimum of 2000 hours of on-site training delivered in accordance with the Department of Labor and other structured apprenticeship training program requirements for Machine Trades Apprentices.

TAM 156 Advanced Set-Up 3 Credits
This course will provide students with the opportunity to design and build advanced set-up skills. Students will apply Computer Numerical Control (CNC) operating, set-up, and minor programming skills to produce components to specifications on various types of CNC milling equipment. There will be demonstrations and short student projects. Three class hours.
Prerequisites: TAM 101, TAM 121, TAM 131, AND TAM 105 OR TAM 141.

TAM 171 Machine Trades Apprentice Training I 3 Credits
This is the first year course of the students Machine Trades Apprenticeship on-the-job training experience. The course covers a minimum of 2000 hours of on-site training delivered in accordance with the Department of Labor and other structured apprenticeship training program requirements for Machine Trades Apprentices.

TAM 172 Machine Trades Apprentice Training II 3 Credits
This is the second year of the students Machine Trades Apprenticeship on-the-job training experience. The course covers a minimum of 2000 hours of on-site training delivered in accordance with the Department of Labor and other structured apprenticeship training program requirements for Machine Trades Apprentices.
Prerequisite: TAM 171.

TAM 173 Machine Trades Apprentice Training III 3 Credits
This is the third year of the students Machine Trades Apprenticeship on-the-job training experience. The course covers a minimum of 2000 hours of on-site training delivered in accordance with the Department of Labor and other structured apprenticeship training program requirements for Machine Trades Apprentices.
Prerequisite: TAM 172.

TAM 174 Machine Trades Apprentice Training IV 3 Credits
This is the fourth year of the students Machine Trades Apprenticeship on-the-job training experience. The course covers a minimum of 2000 hours of on-site training delivered in accordance with the Department of Labor and other structured apprenticeship training program requirements for Machine Trades Apprentices.
Prerequisite: TAM 172.
TAM 205 CNC Machining Project Laboratory 2 Credits
The students will apply CNC operating, set-up, and programming skills on various types of CNC equipment. It will involve writing part programs, setting up the machine and producing parts to specifications. Debugging, troubleshooting and program improvements will be required. This course is offered during the day schedule only. Six laboratory hours. 
Prerequisites: TAM 101, TAM 121 AND EITHER TAM 105 OR TAM 141; Corequisite: TAM 139.

TAM 241 Advanced Machine Shop Laboratory 3 Credits
Designed as an opportunity for further enhancement of skills developed in TAM 141. Emphasis is placed on developing high level skills to accomplish complex and precision machining operations. Advanced topics include precision layout and tools, quality control, and precision machine processes. Three class hours. 
Prerequisites: TAM 101, TAM 141.

TAM 245 Computer Aided Manufacturing 3 Credits
This course teaches the basics of computer aided manufacturing. Students will be able to create part drawings, select tooling needed to manufacture the part, and generate the tool paths. They will be able to verify tool paths, post process paths for various controllers, and edit the tool path output. This will be done through a series of projects and lab exercises. Three class hours. 
Prerequisite(s): TAM 101, TAM 123, TAM 132, TAM 139, and TAM 142 or 143; corequisite: TAM 255.

TAM 251 Statistical Process Control for Machinists 3 Credits
An applied statistical process control course for the worker involved in precision parts manufacture. Included in this course is the rationale/need for SPC, Demming philosophy, XBar and range charts, histograms, capability calculations, and attribute charts. Automatic data collection will be done on a Genesis statistical process control data collector and analyzer machine. Three class hours. 
Prerequisites: TAM 101, TAM 121, TAM 131, TAM 141.

TAM 255 Computer Aided Manufacturing Laboratory 3 Credits
Students will apply the work developed in TAM 245. This will involve the setup and operation of various CNC equipment to manufacture parts. Vertical machining centers, CNC lathe, and EDM equipment could be used in this laboratory. Tooling problems, material differences, and program editing and revisions will be included in this course. The goal is to have complete support documents with the accurate manufactured parts. Six laboratory hours. 
Prerequisite(s): TAM 139, TAM 142, TAM 155, TAM 241 and TAM 245.

TAM 246 Computer Aided Manufacturing 2 3 Credits
Building on the basic skills learned in TAM 245, this course expands the student’s skills in the areas of tool path modifications, program verification, advanced contouring, and advanced pocketing. Three class hours. 
Prerequisite: TAM 245.

TAM 247 Computer Aided Manufacturing 3 Credits
This course will apply the work developed in TAM 245. Students will apply the setup and operation of various CNC equipment to manufacture parts. Vertical machining centers, CNC lathe, and EDM equipment could be used in this laboratory. Tooling problems, material differences, and program editing and revisions will be included in this course. The goal is to have complete support documents with the accurate manufactured parts. Six laboratory hours. 
Prerequisite(s): TAM 139, TAM 142, TAM 155, TAM 241 and TAM 245.

TAM 248 Computer Aided Manufacturing 4 3 Credits
This course will apply the work developed in TAM 245. Students will apply the setup and operation of various CNC equipment to manufacture parts. Vertical machining centers, CNC lathe, and EDM equipment could be used in this laboratory. Tooling problems, material differences, and program editing and revisions will be included in this course. The goal is to have complete support documents with the accurate manufactured parts. Six laboratory hours. 
Prerequisite(s): TAM 139, TAM 142, TAM 155, TAM 241 and TAM 245.

TAM 249 Computer Aided Manufacturing 5 3 Credits
This course will apply the work developed in TAM 245. Students will apply the setup and operation of various CNC equipment to manufacture parts. Vertical machining centers, CNC lathe, and EDM equipment could be used in this laboratory. Tooling problems, material differences, and program editing and revisions will be included in this course. The goal is to have complete support documents with the accurate manufactured parts. Six laboratory hours. 
Prerequisite(s): TAM 139, TAM 142, TAM 155, TAM 241 and TAM 245.

TAM 250 Computer Aided Manufacturing 6 3 Credits
This course will apply the work developed in TAM 245. Students will apply the setup and operation of various CNC equipment to manufacture parts. Vertical machining centers, CNC lathe, and EDM equipment could be used in this laboratory. Tooling problems, material differences, and program editing and revisions will be included in this course. The goal is to have complete support documents with the accurate manufactured parts. Six laboratory hours. 
Prerequisite(s): TAM 139, TAM 142, TAM 155, TAM 241 and TAM 245.

TRANSITIONAL STUDIES

TRS 092 Basic Mathematics No Credit
Students will develop competencies in basic mathematics. The emphasis will be on number theory related to whole numbers, fractions, decimals, proportions, and percents. There will be an emphasis on reduction of math anxiety, development of critical thinking skills, and practice using estimation theory and problem-solving methods. Students will use appropriate technology to reinforce their skills. Students will gain confidence in using math in everyday situations. Five imputed credit hours; no earned credits. Five class hours per week; five fee hours. 
Prerequisites: Accuplacer placement, or TRS 092 with a grade of C or better.

TRS 094 Pre Algebra No Credit
This course, for students who have mastered basic computations, offers preparation for further coursework in mathematics. Students will use fundamentals of mathematics to develop entry level competencies in business math, geometry, rational numbers, and algebra. They will use appropriate technology to reinforce their skills and gain confidence in using math in everyday life. Five imputed credit hours; no earned credits. Five class hours per week; five fee hours. 
Prerequisites: Accuplacer placement, or TRS 092 with a grade of C or better.

TRS 095 Fundamentals of Writing No Credit
This course is designed to cover the aspects of development, revision, and writing of essays. Language mechanics, grammar, and usage skills necessary for effective written communication will be reviewed. Emphasis is on the application of these skills in frequent writing assignments and revisions of basic compositions. Students will improve skills and understanding of college writing. This course is particularly helpful to students who wish to strengthen their preparation for writing in general and in college level coursework. Three class hours per week, three fee hours. Three imputed credit hours; no credits earned. 
Prerequisites: Accuplacer placement, or TRS 092 with a grade of C or better, or permission of department.

TRS 101 Basic Reading, Writing and Learning Skills No Credit
This is a course designed to help students improve their college writing skills. In this course students will develop greater fluency in Standard English and create clear, unified, and coherent paragraphs. The course is designed for students in the Transitional Studies Program, as well as students who have been accepted into a degree or certificate program with specified placement exam scores. Three class hours, three fee hours. Three imputed credit hours; no credits earned. 
Prerequisites: Accuplacer placement or TRS 101 with a grade of C or better.

TRS 103 Intermediate Writing Skills No Credit
This is a course designed to help students improve their college writing skills. In this course students will develop greater fluency in Standard English and create clear, unified, and coherent paragraphs. The course is designed for students in the Transitional Studies Program, as well as students who have been accepted into a degree or certificate program with specified placement exam scores. Three class hours, three fee hours. Three imputed credit hours; no credits earned. 
Prerequisites: Accuplacer placement or TRS 101 with a grade of C or better.

TRAVEL AND TOURISM

TVL 101 Introduction to Travel and Tourism 3 Credits
This course offers an insightful look into the fields of travel, tourism and hospitality. Students will explore the many exciting career opportunities that await them in an industry that has propelled to the forefront of world business. The economic role of travel and tourism is assessed with regard to its impact on public policy and destination development. Domestic and international air travel, car rentals, rail and the world of lodging are just a few of the topics that will be examined. Three class hours.

TVL 131 Documentation in the Tourism Industry 3 Credits
Extensive examples and exercises will provide students with the essential information they will need regarding the fare and ticketing process. Detailed coverage of manual and automated ticketing will be covered including special ticketing procedures, exchanges, and refunds. All ticketing formats and entries contained in this course are
in strict accordance with the ARC INDUSTRY AGENTS’ HANDBOOK. The Airline Reporting Corporation (ARC) establishes industry-wide standards for the sale and completion of all airline-generated documents. Fall Semester only. Three class hours.

TVL 210 Introduction to Airline Reservations Systems: SABRE 3 Credits
This course introduces the student to the SABRE computer reservation and ticketing system. The course uses SABRE terminals in a training mode. Programmed lessons are used to acquire proficiency in SABRE formats. Fall Semester only. One class hour, two laboratory hours.

TVL 220 Introduction to Airline Reservations Systems: APOLLO 3 Credits
This course introduces the student to the APOLLO computer reservation and ticketing system. The course uses APOLLO terminals in a training mode. Programmed lessons are used to acquire proficiency in APOLLO formats. Spring Semester only. Three class hours.

TVL 231 Tourism Specialization 3 Credits
Exciting segments of the travel and tourism market will be explored. Cruising is the fastest growing segment of the travel industry. The class will look in detail at cruise history, cruise types, how the industry operates, the experience at sea and compare and contrast itineraries. Course content will also cover the tools and techniques necessary to prepare for an exciting and enriching career as a tour guide, director or planner. Knowledge will be applied through the use of professional and promotional materials, as well as through a computerized hands-on component. Spring Semester only. Three class hours.

TVL 275 Current Issues in Travel and Tourism 3 Credits
This course is an examination of contemporary issues and topics that are influencing the travel, tourism and hospitality industry. Students will collect pertinent articles and information from newspapers, magazines, professional journals, and news programs, and will utilize the internet to find relevant issues to discuss in class. Oral presentations, guest speakers, and class discussions will allow the student to develop knowledge and awareness on issues that will impact the industry both in the present and in the future. Spring Semester only. Three class hours.
Athletics

Students are urged to take full advantage of the services MCC offers. Assistance is available to any student with concerns about choosing a curriculum, selecting courses, arranging for financial assistance, exploring future educational and career options, participating in outside-the-classroom activities and working out personal problems.

Counseling and Advising Center

Brighton Campus, Room 1-231
585.292.2030
www.monroecc.edu/go/counseling
The Counseling and Advising Center provides a variety of services to assist students with their educational, personal and career development. New and continuing students may access services from 8 a.m. - 7 p.m. Monday - Thursday, and 8 a.m. - 4:45 p.m. Fridays.

Counseling
Professionally trained counselors are available to help students define educational, life and career goals and plans, and to explore and deal more effectively with personal concerns and issues. Counseling is available by appointment and on a walk-in basis.

Academic Advisement
www.monroecc.edu/go/advising
The Counseling and Advising Center works in collaboration with various departments on campus to deliver multi-faceted advising services, including assistance with course selection and registration, degree audits and program changes.

Advisement services are provided during the following hours:
Mon. & Thurs. ....................... 10 a.m. - 7 p.m.
Tues. ................................. 10 a.m. - 1 p.m.
Wed. & Fri. ....................... 10 a.m. - 4:30 p.m.

Placement Testing
www.monroecc.edu/go/testing
MCC offers a placement testing program coordinated through the Counseling and Advising Center. This national testing program assesses students’ levels of reading, language use and mathematical ability. Test results are used during the advisement process to help determine appropriate course placement. Students who must participate are notified by the Admissions Office.

Program Changes
Currently enrolled students who wish to change their major can apply for a program change through the Academic Advisement Center (Bldg. 1, Rm. 221). For more information about the program change process, consult the Program Change Procedures brochure available in The Counseling and Advising Center or online.

Services for Deaf or Hard of Hearing Students
585.292.2030 or TTY 585.424.5128
The Counseling and Advising Center provides a variety of services including interpreting and note taking. To arrange for services, students who are deaf or hard of hearing should schedule an appointment at least 30 days prior to the beginning of the course to discuss policies and procedures for requesting support services.

Early Advisement and Registration Assistance
Early advisement and registration assistance is available to students with disabilities by contacting The Counseling and Advising Center (Brighton) or Student Services Center (Damon City Campus). Counselors and advisors work individually with students to discuss career plans and special scheduling needs, and to serve as liaisons with sponsoring agencies, such as VESID. Appropriate documentation for students requesting academic support services should be forwarded to the Coordinator of Services for Students with Disabilities from the student’s advocate/sponsor or medical/mental health professional.

Veterans Services
The Veterans Office, located in The Counseling and Advising Center, provides a variety of services including:
- Veterans counseling
- Assistance to disabled veterans
- Tuition payment for veterans
- Assistance with documentation as required by the Department of Veterans Affairs
For additional information, call 585.292.2264.

International Student Services
Academic advising, personal counseling, and assistance and advice on international matters are available to international students at The Counseling and Advising Center. For additional information call 585.292.2030.

Services for Students with Disabilities
www.monroecc.edu/go/ssd
MCC provides a mainstreamed learning environment for students who identify themselves with physical, mental and learning disabilities. Students must be able to function independently and are responsible for informing the College of their needs.
Accessibility

Educational programs at MCC are accessible to people with disabilities, and the campus is physically accessible to persons with mobility problems. Facilities include adapted restrooms, drinking fountains, telephones, ramps, elevators and special parking. Special parking privileges will be provided upon request, with clearance by Health Services (Room 3-165).

Any student who encounters an accessibility problem should contact the Office for Student Services, Room 1-300, 292.2052.

Information regarding safety issues, telephones, restrooms and other facilities accessible to individuals with disabilities may be obtained by calling 585.292.3190 at the Brighton Campus, or 585.262.1752 at the Damon City Campus. Students who are deaf or hearing impaired may call The Center for Counseling and Advising at 585.292.2030 (voice) or 424.5128 (TTY).

Student Health Services

Brighton Campus, Room 3-165
585.292.2018
www.monroecc.edu/go/health

Health services office hours are 8:45 a.m. to 4:45 p.m. Monday through Friday. Health Services is located in Building 3, Room 165. Registered nurses will assess student health care needs and provide basic first aid. Nurse Practitioners are available in the afternoon by appointment for acute care needs during spring/fall semesters. The professional staff can assist with student health questions and concerns, including health care referrals to community care. Health Services professional staff oversee student compliance with New York State Immunization requirements, Health Career program requirements and sports clearance program compliance.

Injuries

Any student sustaining an injury should report to the Health Services Office promptly. All students taking nine or more credit hours or participating in a physical education course have mandatory accident insurance. A Public Safety report of the injury is required to access the student accident insurance benefits.

Career Center Services

Brighton Campus, Room 3-108
585.292.2248

The MCC Career Center staff assists students with their career decision-making process, transfer college planning, and job search exploration. MCC Career Center services and resources include:

Career Services

Career Counseling

Students can meet with a Career Counselor during a scheduled appointment or during walk-in hours. Our Career Counselors are available to assist students in learning more about themselves, understanding the career decision-making process, and integrate this information to make appropriate career choices.

Career Library

The Career Library houses up-to-date materials that provide students with information about careers, transferring and employment. Students can access the Internet in the Career Library for career, transfer college and job search planning purposes. Career Peer Advisors and our professional staff are available to assist students with locating information.

Career Assessments

During the career development process a Career Counselor may determine that a student would benefit from taking a self assessment inventory. These assessments provide important information related to career selection, career options and professional development. A variety of online assessments are available including the Myers-Briggs Type Indicator, Strong Interest Inventory and StrengthsQuest.

Career Profiles

Career Profiles provide students with valuable career-related information including descriptions, related careers and job titles, salary information and educational/training requirements. Profiles are available for most academic programs at MCC. Stop by the Career Center to pick up a career profile or print it from our web site.

Career Advising Guides

Career Advising Guides highlight prerequisite and recommended courses for transferring, criteria for acceptance into a program of study, information about the transfer application process, a listing of colleges and universities offering the degree programs and a description of the career field and related occupations.

Career Forums

Students have the opportunity to meet with and listen to professionals in various careers speak about experiences they have had in their respective fields. Check the Career Center’s event calendar for schedule programs.

Study Abroad Information

Students can meet with a counselor to discuss study abroad options.

Transfer Services

Transfer Counseling

Counselors are available for students on an appointment basis or during walk-in hours. Students should meet with a counselor to explore their transfer college options, choose appropriate courses and complete transfer college applications.

Articulation Agreements

Articulation agreements outline the optimal course selections for transferring into parallel programs usually assuring that MCC graduates will be able to complete the baccalaureate degree in four additional semesters of full-time study. However, additional course work may be required at

Student Services
some four-year colleges in programs such as Education. Participating colleges have distinct admission and course requirements. Overall or specialized Transfer Articulation Agreements have been signed with:

**SUNY University Centers:**
- Albany, Buffalo and Binghamton

**SUNY Specialized Colleges:**
- Colleges of Technology at Alfred, Cobleskill, Delhi, Morrisville, College of Ceramics at Alfred University, College of Environmental Science and Forestry, Empire State College, Institute of Technology Utica/Rome, Maritime College and Upstate Medical University

**SUNY Colleges of Arts and Science:**
- Brockport, Buffalo State, Cortland, Fredonia, Geneseo, Oneonta, Oswego, Potsdam

**Independent Institution/Out of State:**
- California University of Pennsylvania, Canisius College, Cazenovia College, Chamberlain College of Nursing, Charter Oak State College (Connecticut), Colleges of Human Ecology and Agriculture and Life Sciences at Cornell University, Daemen College, Eastern Kentucky University, Franklin University (Ohio), Hartwick College, Houghton College, Hilbert College, Ithaca College, Kaplan University, Keuka College, Medaille College, Morgan State University (Maryland), Nazareth College, Niagara University, New York Chiropractic College, NYCC School of Accupuncture and Oriental Medicine, Paul Smith’s College, Robert Wesleyan College, Rochester Institute of Technology, Strayer University, St. John Fisher College, Syracuse University, University of Rochester, The Sage Colleges and United States Sports Academy (Alabama).

**2+2 Dual Admission Programs**

2+2 Dual Admission Degree Programs are guaranteed transfer programs offered by Monroe Community College and participating four-year colleges. Students admitted to these programs will, upon completion of a prescribed sequence of courses and GPA leading to an Associate’s degree, be assured transfer with full junior-year status. Students complete one application (to MCC) and pay only one application fee. If students meet and satisfy the requirements, they are concurrently admitted to MCC and the transfer college of their choice. Students admitted to a 2+2 Dual Admission program must maintain full-time, continuous enrollment.

MCC has 2+2 agreements with SUNY Colleges at Alfred State, Brockport, Buffalo State, Cortland, Fredonia, Geneseo, Oswego, SUNY University at Albany, SUNY University at Buffalo, SUNY Upstate Medical University, SUNY College of Environmental Science and Forestry, SUNY Maritime College, Alfred University – NYS College of Ceramics, Clarkson University, Daemen College, Hobart and William Smith Colleges, Nazareth College, Keuka College, Morgan State University, Niagara University, Roberts Wesleyan College, Rochester Institute of Technology, St. John Fisher College, Rensselaer Polytechnic Institute and the University of Rochester.

Articulation and 2+2 agreements are not intended to limit transfer opportunities. MCC graduates have transferred to many other colleges throughout the country, including Amherst College, Cornell University, Ohio State University, Pennsylvania State University, University of Arizona, University of North Carolina and University of Southern California.

**College Transfer Fairs**

Two Transfer College Fair events are held each Fall semester at MCC, one on the Brighton Campus and one on the Damon City Campus. Representatives from as many as 50 colleges and universities set up information tables and provide students with admissions and transfer related resources.

**College Applications**

SUNY Viewbooks and transfer admission applications for and local private colleges are available in the Career Center. Stop by to pick one up. Addresses and telephone numbers can also be obtained for other colleges and universities throughout the United States.

**Transfer Resources**

Transfer college planning is a process that consists of researching different colleges, exploring different majors, filling out applications, and applying for scholarships. Catalogs, DVDs and additional information are on file in the Career Library for student use. The Career Center also publishes a Transfer Planning Worksheet which students find helpful and the Career Center’s web site (www.monroecc.edu/go/careercenter) has numerous links to aid you in transfer college planning.

**On-Campus Visitations**

Throughout the year, recruiting visits are scheduled on campus by four-year colleges and universities. College representatives will be available to talk with students interested in transferring to their institutions. Students can pick up catalogs, applications and additional information regarding the transfer college process.

**Transfer to the Highly Selective College or University**

Services and advisement are provided to assist students in becoming stronger candidates for admission to highly selective four-year institutions. The Career Center has partnered with Amherst College, Cornell University and Mount Holyoke College to offer specialized programming leading to students becoming candidates for admission to these highly selective and competitive institutions. Relationships with other highly selective colleges and universities including Columbia University, Smith College, UNC Chapel Hill and the University of Michigan have also grown out of what was started by a Jack Kent Cooke Foundation grant. Admission to any transfer institution is not guaranteed, except for those students enrolled in a 2+2 dual admission program. However, assistance given will make the student a stronger candidate for admission to the college of their choice.

**Transfer Advisor-in-Residence**

This program is designed for students who are serious and decisive about attending a specific college. Students will be able to meet one-on-one with a transfer college representative on the MCC campus.
Transfer Scholarship Information
Private and public four-year colleges and universities recognize the academic achievement of MCC graduates by awarding many of them transfer scholarships. These scholarships vary from partial to full tuition assistance and typically range from $1,000 to $8,000 per year. The Career Center publishes a Transfer College Scholarship Brochure outlining scholarships for transfer students at various four-year colleges.

Job Search Services
Job Search Counseling
Students can discuss their employment and job search needs, such as resume and cover letter writing, interview preparation, job search strategies, and employment opportunities with a counselor during an individual appointment or walk-in hours.

Resume & Cover Letter Information / Services
Students can drop off their resumes/cover letter for review at the Career Center. Please allow 48 hours for feedback. Once students have made corrections to their resume/cover letter, they may want to make an appointment with a counselor to further discuss their situation.

Optimal Resume
The Career Center offers students access to OptimalResume, the gold standard in online resume technology. Used by hundreds of universities around the world, the OptimalResume software guides students in the resume writing process from content creation to online publication. Once a resume has been created and filled with content, you can pick from thousands of different combinations of resume styles to find the right look. It’s never been so easy to create an attractive and professional resume.

Mock Interviews
Students can practice their interviewing techniques and receive feedback via a mock interview with a counselor.

Job Search Resources
The Career Library contains career planning, occupational and job search resources, job vacancy listings, job search and organizational videotapes and employer literature. The Career Center web site features links to internet sites that contain local and national job listings, resume databases and organizational information.

Employment Listings
“The Job Connection” is an internet accessible database of employment and experiential opportunities. It contains full-time, part-time and summer job vacancies as well as co-op, internship and community service positions. Note that positions are listed for 30 days and new opportunities are added daily. The listings can be searched by employer name, industry, job status and date.

Job/Career Fairs
Traditional job/career fairs provide a forum for students to learn about full-time, part-time and summer employment opportunities with many organizations in one location. Job/career fairs also provide the opportunity for students to network with many of the Rochester area employers. The Career Center hosts a Part-Time Job Fair in the fall, a Nursing Career Fair in the winter and an annual Career Fair in the spring.

Employer Campus Visits
Employers often recruit on campus for their full-time, part-time and summer employment needs. These visits are great opportunities to interact with employers, submit resumes, complete applications or to network with employers in your field or interest.

On-Campus Interviews
Employers can conduct on-campus interviews with students for full-time employment. Feel free to sign-up for interviews if the position and geographic location interests you.

QuietAgent.com™
QuietAgent.com™ is advanced technology that allows students and alumni to register and be matched to jobs, internships, vacation work and careers. The technology ensures that only mutually interested students and employers are connected. You control your privacy and anonymity by choosing to accept or decline invitations and by blocking companies from seeing you. To register, log on to www.monroecc.edu/go/careercenter, click ‘students’ (at the top of the page) and click ‘job search services.’

MyWorkster.com
MyWorkster provides MCC students and alumni with a platform to develop a professional presence online. Students can join MCC’s network and create a detailed professional profile, develop an online portfolio, connect with other MCC students, alumni, faculty and staff and enjoy state-of-the-art job search. Get Connected. Stay Connected.
The Student Accounts Office

Brighton Campus, Room 6-201
585.292.2015

The Student Accounts Office, located on the second floor of Building 6, handles a variety of financial services. Questions concerning tuition bills, methods of payment, Certificate of Residence and refund check production should be directed to this office.

Students make tuition and fee payments at this office.

The Student Accounts Office is open from 8:45 a.m. to 4:45 p.m. Monday through Friday.

Students may also obtain account information and make payments online at www.monroecc.edu and clicking on the following:

Quick Links (drop down menu on home page). Then click on Student Records and login using your student identification number or your social security number and your pin number (your six digit date of birth -- MMDDYY). Then, check on Student, Student Account.

The Bookstore

Brighton Campus, Room 3-123
585.292.2020

The MCC bookstores are operated by the Monroe Community College Association, Inc. The Brighton Campus Bookstore is located on the north side of the Campus Center atrium. There are entrances on both the first and second floors. In addition to textbooks, the Bookstore sells trade and reference books, calculators, academic supplies, sportswear, and greeting cards. The Bookstore also stocks a wide variety of food, snacks, and beverages, including frozen foods.

The Brighton Bookstore is open Monday through Thursday from 8:00 a.m. to 6:00 p.m., Friday from 8:00 a.m. to 4:45 p.m., and selected Saturdays from 10:00 a.m. to 2:00 p.m. Bookstore hours are reduced during breaks and summer periods. Hours are extended during the first week of class each semester.

The Damon City Campus bookstore is located on the fourth floor of the Sibley Building. Weekday hours are from 8:30 a.m. to 4:30 p.m. and until 6:00 p.m. on Tuesdays. Also, the Damon Bookstore closes at 4:00 p.m. on Fridays, 585.262.1730.

Students taking SUNY Learning Network on-line courses or at other extension sites may purchase their books via the web, fax or e-mail and have them shipped for an additional charge. Please see the Bookstore’s web site for information.

Please Note: If you need to make a purchase with a credit card not in your name, you must bring the card and a letter of authorization signed by the card’s owner. You must also bring your photo ID.

Bookstore return policy

No returns or exchanges will be accepted without a receipt. Credit will be given in the form of the original purchase.

- Returns of merchandise purchased with a credit card must be accompanied by the credit card and the cash register receipt.
- A store credit for the amount of the return will be given for returns of merchandise paid by check. The credit may be used for other store purchases or redeemed for cash anytime after three weeks from the date of the check.

No returns are accepted on trade books, calculators, dictionaries and reference materials, texts originally shrink-wrapped or open boxes.

Campus Center Office

R. Thomas Flynn Campus Center

Monday — Thursday, 8 a.m. — 6 p.m.
Friday, 8 a.m. — 4:45 p.m.

The Campus Center staff is committed to enhancing the quality of student life at MCC. The Campus Center staff addresses concerns, develops programs, disseminates information, advises and sets policy.

Reception desk personnel and other staff members can help students locate vital services and seek other assistance on campus, while helping with the transition to campus life.
Campus Events Office

585.292.2010
The Campus Events Office is located in the R. Thomas Flynn Campus Center, directly across from the Career Center in Room 3-111. Student clubs and organizations interested in holding an event should come to the Campus Events Office to have event space held to start the reservation process. The club/organization will be given a card confirming the location and date that is on hold for their event. The hold will be valid for ten days giving the group time to meet with their Advisor to complete the Campus Event Application. The application will then be approved by the Campus Center Advisor and submitted to Campus Events to complete the reservation process. You may set up an appointment to work with one of our event planners to assist with developing your event details.

Dining Services

585.292.2513
Campus Dining Operations, are located in the Campus Center. Hours and services are subject to change without notice.

The Marketplace, located on the 2nd floor of the R. Thomas Flynn Campus Center, is open Monday – Thursday, 7:30 a.m. – 6:00 p.m. and Friday, 7:30 a.m. – 3 p.m.

Java’s Coffee Bar, which serves a variety of gourmet coffee drinks and fresh pastries, is located in the Brick Lounge, Bldg. 1. Hours are Monday – Thursday, 7:30 a.m. – 8:30 p.m., Friday, 7:30 a.m. – 4 p.m.

Starry Nites is located on the first floor of Building 3 in Café.edu, and serves a variety of gourmet coffee drinks, breakfast items and light lunch fare. They are open from 7:00 a.m. - 7:30 p.m. Monday through Thursday, and 7:00 a.m. - 2:30 p.m. on Friday.

Reflections Restaurant, operated by Hospitality Management students, is located on the first floor of the R. Thomas Flynn Campus Center and is open 11:30 a.m. – 1:20 p.m. Monday – Thursday beginning the third week of each semester and closing one week prior to the last day of classes.

Sorelle Expresso Bar Café is located in the north lobby, at the intersection of Buildings 4 and 12, and is open 7 a.m. – 7:30 p.m. Monday through Thursday and Friday 7 a.m. – 2:30 p.m.

Residence Halls

Housing & Residence Life
Room 1-108
Hours: Monday–Friday 8:45 a.m. to 4:45 p.m.
585.292.3674
e-mail: residencehalls@monroecc.edu

MCC’s residence halls consist of fully-furnished four- and five person suites, each about 1,100 square feet. The Alice Holloway Young Commons offers single and double bedrooms within the suites. Features of each air-conditioned suite include: a fully equipped kitchen, two bathrooms and a common living space. Halls are co-ed with single sex suites.

The residence halls are located on the north end of MCC’s Brighton Campus, near our Child Care Center and on the bus line. The entire complex has a total of 772 beds among four buildings. The halls are secure buildings, accessible only by swipe ID card readers.

Media Relations

585.292.3015
All contact with the news media is handled through MCC’s College and Community Relations Department. The College and Community Relations staff advises student groups seeking publicity for their activities. College clubs and organizations should work directly with the student newspaper, the Monroe Doctrine, and the student radio station, WMCC, to disseminate information on campus. Bulletin boards are also available for posting information, with permission of the Flynn Campus Center Office. Plasma screens within the Flynn Campus Center offer opportunities to communicate news and event information. Contact the College and Community Relations Office or the Flynn Campus Center Office for information on using these screens.

Campus Information and Service Desk

585.292.2517
Services of the Campus Information and Service Desk are available to all MCC students, faculty and staff with a current MCC picture ID card. The Service Desk is located on the first floor of Building 3 near the MCC Bookstore in the R. Thomas Flynn Campus Center. Hours are 9:00 a.m. to 6:00 p.m. Monday through Thursday, and 9:00 a.m. to 4:00 p.m. on Friday while classes are in session. Hours are 9 a.m. - 1:30 p.m. Monday through Friday during breaks and Summer Sessions.

Services include check cashing with a current MCC ID, sending a fax, purchase of money orders, postage stamps, bus passes (31-day pass, stored value pass, all day unlimited pass), discount movie tickets for Little, Tinseltown and Regal theaters; as well as locker rentals, seasonal tickets, tickets for campus events, vending machine refunds and distribution of general information.
Public Safety Office

Brighton Campus
Room 7-341
585.292.2075

Damon City Campus
Room 4004
585.262.1672

The Public Safety dispatcher is located on the 2nd Floor, Bldg. 1, Brighton Campus
Public Safety Officers work 24 hours a day on three different shifts.

Public Safety Services include:
- Emergency responses, first aid, crime prevention, and personal/environmental safety awareness
- Incident reporting and investigations
- Motor vehicle assistance - lock outs, battery jump starts, calling the Rochester Auto Club of America (AAA)

Emergency Response
A password-protected PowerPoint presentation on the MCC website can familiarize you with common terminology and standard operating procedures for emergency response. Go to www.monroecc.edu, A-Z index, E for Emergency Planning to access.

Emergency Messages
To contact a student in case of an emergency, call the Office of Student Services at 585.292.2052. Public Safety will then try to reach the student. After 5 p.m., The Office of Public Safety should be contacted directly at 585.292.2075.

Escorts
Public Safety officers can escort students during late evening hours, or any time a request is made.

Student Identification Cards
Students must carry and produce College ID when asked to do so by a college official. At the Damon City Campus, ID must be presented upon entry to the campus.

Brighton Campus Information Desk
The Information Desk, located at the main entrance to the College on the second floor of Building 1, offers help in finding campus locations, general information, instructor’s telephone numbers and office locations.

Lost and Found
Students who have lost or found an item on campus should go to Room 7-341 or call 585.292.2901, the Public Safety Office.
At the Damon City Campus, students should go to the 5th floor security desk.

Closed Campus Hours
Students and employees (outside regularly scheduled work hours) are prohibited from coming to the Brighton campus between midnight and 6 a.m., and when the college is officially closed. DCC campus hours are posted on the website.

Reporting Crime
Notify Public Safety promptly. It helps if you can do this in person. A report is filed. If the crime is “in progress,” use the telephone. Specify that it is “in progress.”

Any crime or suspicious activities may be reported anonymously via the Web by going to www.monroecc.edu; A-Z index; Public Safety, Brighton Campus; Silent Witness or call the Tip Line at 585.292.3636.

Electronic Learning Centers
The Electronic Learning Centers (ELCs) provide a central location for students to use computers, audiovisual equipment and materials. ELCs are located at both Brighton Campus and the Damon City Campus. Both are equipped with PC-based computers, laser printers, scanners, VCR/DVD and in select areas, audio tape players. Software libraries offer a wide variety of programs including word processing, spreadsheets, databases, graphics, desktop publishing and Internet access. Staff members are available to help students.

All full- and part-time MCC students may use the ELC by showing a valid MCC photo ID card. Students must sign in and out when they use these facilities.

The Brighton Campus ELC is located on the first floor of Building 11. The Damon City Campus ELC is on the fourth floor.

Hours may vary during breaks and summer sessions; call 585.292.2000, ext. 5267 for hours at the Brighton ELC and 585.262.1790 for Damon City Campus ELC hours.

Libraries
Three libraries serve MCC students.
On the Brighton campus, the Leroy V. Good Library is located in Building 2. The Damon City Campus Library is located on DCC’s fourth floor. The College Resource Center is located on the ground floor of the Bausch and Lomb Building of the Rochester Public Library.

Leroy V. Good Library
The Leroy V. Good Library is open to the entire college community including MCC students, faculty, staff, and members of the Alumni Association. Others are welcome to use the library facilities and materials within the library. Wireless access is available throughout the library.
Library Resources
The libraries’ computer network offers access to over 20 databases including more than 10,000 full-text periodicals, encyclopedias and full Web access. The network provides access to the Library’s online catalog, and other collections throughout the SUNY system, and beyond. There are 43 workstations in the Leroy V. Good Library. The same collection is available at the Damon City Campus Library through the campus network at 12 workstations. Access is also available off campus with a user name and password. The library’s collections include over 90,000 items of print material, Over 400 print periodical subscriptions, microfilm, microfiche, audio CDs, tapes and records, videos, CD-ROMs, videos, DVDs, and software. There are two special collections housed in the Brighton campus library: the Holocaust/Human Rights Resource Center and the College Archives. Wireless laptops are also available for research and Internet access anywhere in the Leroy V. Good Library.

Checking out materials
A valid MCC photo ID is required to borrow materials from the Library or to use the Reserve Collection. Loan periods vary according to the type of materials and most items may be renewed if no one is waiting for them. Magazines, newspapers, journals and reference items are available for use within the library. The Reserve collection includes books, CDs, videos, and articles that instructors have set aside for specific classes to use. Reserve loan periods vary and Web versions of some course reserve materials are available through the electronic reserve system.

Study Rooms
There are 20 study rooms throughout the Library. A valid MCC ID is required to sign out the keys at the Circulation Desk. All rooms are signed out for two hours on a first-come-first-served basis. Some study rooms offer wired ports for plug-in network access.

Services to Students

Photocopying: The Leroy V. Good Library has coin operated photocopiers. Prints can be made from microfilm and microfiche.

Scanning: The Leroy V. Good Library has a scanning workstation available for students. Scans may be printed, sent to a student’s MCC e-mail account, or saved to disk or a portable drive.

Color Printing: Students may print web pages or articles from library databases in color for 75 cents per page.

Interlibrary Loan: The MCC libraries provide an Interlibrary Loan service for book requests or copies of journal articles from other libraries. There is generally no charge for this service.

Library Instruction Center: The Leroy V. Good Library has a fully equipped Library Instruction Center on the fourth floor of the library building. The library’s Research and Instruction department coordinates use of this facility and offers faculty the opportunity to bring their classes to this room for instruction in the use of library databases and Internet resources.

Recreational Reading and Media Collection: The Library has a collection of popular best sellers for recreational reading. There is a selection of music CDs, cassettes, books-on-tape and a new collection of videos and DVDs. All of these materials may be signed out with a valid MCC photo ID.

Library Hours
When classes are in session, the Library is open from 8:00 a.m. - 9:00 p.m. Monday through Thursday, 8:00 a.m. - 5:00 p.m. Friday, and 11:00 a.m. - 4:00 p.m. Saturday. Hours vary during school breaks and through the summers. Changes in hours are posted at the Library entrance.

Damon City Campus Library
Room 4-068
585.262.1413

The Damon City Campus (DCC) Library is located on the fourth floor of the Damon City Campus. The Library has over 10,000 books and 100 periodical subscriptions as well as a large collection of curriculum related videos and media. The library is equipped with computer workstations, five study rooms for group and private study, a coin operated photocopy machine and a fully-equipped library instruction lab. A wide range of electronic resources are available from the library’s dedicated research workstations. These include full text databases, indexes, online catalogs and encyclopedias; all e-resources are Internet-based and available from any Internet connection worldwide. The Circulation/Reserve desk handles print and electronic reserve materials for DCC classes. Wireless access is available throughout DCC.

A valid yellow MCC photo ID is required to borrow materials from the library, to use the reserve collection or the study rooms. Newspapers, periodicals, and reference items may be used within the library. Faculty and students may request circulating materials and copies of journal articles from the Leroy V. Good Library to be sent to DCC Library. Interlibrary loan is available.

Librarians are always available to help. Group and individual instruction are available as well as tours, orientation sessions and specific database / research skill training sessions.

When classes are in session, the DCC Library is open 8:00 a.m. - 5:00 p.m. Monday and Thursday; 8:00 a.m. - 8:00 p.m. Tuesday and Wednesday; 8:00 a.m. - 4:00 p.m. Friday; and 9:00 a.m. - 2:00 p.m. on Saturday. Hours during school breaks and summer are M-F, 8-4. Any changes are posted.
College Resource Center

585.428.8171

The College Student Resource Center (CRC) is located in the link level of the Bausch and Lomb Public Library Building in downtown Rochester (115 South Avenue), only three blocks from the Damon City Campus. The CRC is a cooperative partnership between the Rochester Public Library, Monroe Community College, SUNY Brockport and Empire State College.

The CRC provides numerous workstations to access databases and Web-resources and word processing. The CRC staff provide a full range of library resources including: course reserves, network printing, reference services, video-viewing stations, library and information literacy training, group study rooms, copiers and other services.

To utilize the CRC you need a valid ID. The Center is open the same hours as the rest of the Central Library.

Learning Centers

At the Brighton Campus, there are special learning centers for accounting, computer graphics, computer related curricula, dental hygiene, engineering technologies, transitional studies, mathematics, writing, nursing, psychology, natural sciences and physics.

At the Damon City Campus, the Learning Resources Center consists of two general areas. The Electronic Learning Center is an open computer laboratory serving students’ needs for word processing, internet research, database programming and spreadsheet layouts. The Learning Resources Desk is the contact area for audio-visual needs and library resources. There are also learning centers for math, psychology and transitional studies.

Writing Center

The Writing Center (Brighton and Damon City Campuses) provides a convenient tutorial service for students who would like guidance in the various stages of the writing process including pre-writing, drafting, researching, revising and editing.

In addition to the free tutoring services, the Writing Center offers special events such as College Hour Workshops, poetry readings, “Proof of the Goof” Challenge of the Month, Alan Shaw Memorial Essay Contest, etc. Faculty may request in-class workshops tailored to their curriculum needs including “The Literary Essay,” “Documentation Styles for Research Papers,” “The Exam” and more.

Robert A. Fratangelo Mathematics Learning Center

Through the Mathematics Learning Center, the Mathematics Department provides students and faculty with opportunities for the study, teaching, and application of mathematics.

Computer Classroom 11-202:

• Computer classroom for MTH 098 and MTH 104 mediated-learning classes

Front Desk/Study-Help Area 11-204:

• Walk-in tutoring by mathematics professionals for all mathematics courses, no appointment needed
• Reference and reserve library with textbooks, solutions manuals, study guides, calculators, and faculty reserve materials
• Testing site for make-up exams, SUNY Learning Network courses, national and state mathematics contests
• Study space for individuals or small groups

Computer Lab 11-206:

• 60 Intel® Core™2 Duo computers with math software needed for your coursework, and three high volume laser printers

The MLC is a Great Place to Study!

Many students believe the MLC is the best place on campus to study mathematics. Stop by to keep up with homework and check answers in our solutions manuals. Or, meet up with classmates for group study.

In addition to the assistance offered by our highly qualified tutors, some instructors hold an office hour right here in the MLC. Students appreciate the convenient location between classes, where they can continue working while they wait to see their professor or tutor. Instructors like to spend time in the MLC to encourage dialogue with their students.
EDUCATIONAL OPPORTUNITY PROGRAM

Brighton Campus
Room 3-101
585.292.2028
Damon City Campus
585.262.1745

1. Be a New York state resident (one year).
2. Be a first-time, full-time day college student (or a transfer student previously enrolled in a similar opportunity program such as EOP, HEOP, SEEK, and College Discovery).
3. Show promise of academic achievement but not have demonstrated strong academic success in the past. The MCC Admissions Office will determine if you are academically eligible.
4. Meet specific income guidelines (for students entering college on or after July 1, 2010). Economically, a student must be a member of a household with a gross annual income that does not exceed the applicable amount set forth in the following State Education Department guidelines:

<table>
<thead>
<tr>
<th>Household Size (including head of household)</th>
<th>Total Annual Income In Previous Calendar Year*</th>
<th>Category A</th>
<th>Category B</th>
<th>Category C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>$ 16,060</td>
<td>$ 21,630</td>
<td>$ 24,420</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>21,630</td>
<td>27,200</td>
<td>29,990</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>27,210</td>
<td>32,780</td>
<td>35,570</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>32,790</td>
<td>38,360</td>
<td>41,150</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>38,360</td>
<td>43,930</td>
<td>46,720</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>43,960</td>
<td>49,530</td>
<td>52,320</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>49,500**</td>
<td>55,070**</td>
<td>57,860**</td>
</tr>
</tbody>
</table>

Income guidelines are subject to change.
* Does not include student’s income unless he/she is independent.
** Plus $5,570 for each additional family member in excess of seven. Priority is given to applicants from historically disadvantaged backgrounds.

EOP support services include:
- 4-week pre-freshman summer program (First-time college students entering in Fall semester)
- Ongoing counseling (individual and group)
- Academic advisement
- Educational and career planning
- Financial advisement
- Tutoring Assistance
- Study skills/orientation
- Financial assistance (the amount of assistance is based on need)
- Academic Excellence Seminar

Students interested in applying for the Educational Opportunity Program must submit a Monroe Community College application, as a full-time day student, and indicate in the space provided an interest in EOP. Applicants will be contacted upon receipt of the MCC certificate of Admissions. An EOP informational packet will be sent to students who have inquired about EOP to further determine eligibility. (Students accepted to Monroe Community College are not automatically accepted to EOP.)

There are a limited number of openings in EOP. Please start your application process early. Students who have completed all of the application steps will be the first considered for acceptance.

Deadline to Apply*
Fall semester – May
Spring semester – December
*Subject to change based on the number of applications received each semester.

Household Income Categories:

Income from Non-Employment Sources

**Category A.** Supported by one or more individuals whose combined total annual income is from Social Security or sources other than employment, and which does not exceed the applicable amount under “Category A” above.

Salary/Wage Income

**Category B.** Supported by one or more workers who combined total annual income does not exceed the applicable amount under “Category B” above.

**Category C.** For households supported by one worker with two or more employers, which does not exceed the applicable amount under “Category C” above.
Damon City Campus Student Services Office

DCC Career Services:
- Helping students explore and plan educational and career goals
- Offering testing to assess aptitudes and interests, personality, learning styles and study skills
- Providing information on area employers, job descriptions, employment trends and current job openings in the community
- Offering ideas for networking and additional resources both on and off campus
- Providing assistance with resume writing, interviewing techniques and job search strategies

DCC Educational Assessment Center
Suite 5255
585.262.1619
ACCUPLACER placement exams assess reading comprehension, sentence skills, arithmetic and algebra skills. Special testing for students whose first language is not English is also available in the DCC Assessment Center. Placements based on the assessments are used during advisement to place students into appropriate MCC courses. ACCUPLACER study packets and instructions for testing are available in the Student Services Center. Students with documented disabilities will be provided with appropriate testing accommodations.

DCC Crisis Counseling
Suite 5252
585.262.1740
Personal issues often play a major role in student success. DCC counselors can assist students by providing support, clarifying feelings, and encouraging students to overcome personal obstacles by using coping and problem-solving skills. Students seeking long-term counseling are referred to services in the Rochester area using our extensive referral network. Counseling referral information is also available on our website www.monroecc.edu/deptd/stuserv.

Other DCC Student Services:
- Advisement Center (585.262.1727)
- Campus Center and Student Clubs (585.262.1757)
- Educational Opportunity Program (585.292.2028)
- Admissions and Matriculation
- Advisement, Orientation and Registration Programs
- Disability and special needs
- Defining academic plans and program requirements
- Interpreting College policies and procedures
- Referring students to department chairpersons, College administrators, teachers, or other College services for assistance
- Assisting with academic program changes
- Providing support and encouragement during difficult transitions

DCC Registration/Financial Services
Suite 5024
585.262.1670
- Assistance with registering for classes
- Schedule adjustments (drop/add)
- Make tuition payments
- Information on different payment options
- Assistance with registration, payment and financial aid timelines
- Online Services Lab-student employees assist with certain online financial aid processes
- Provide financial aid workshops and advisement
- Student Account Information
- Bookstore Vouchers
- Loans and Loan Deferrals
- Transcript Requests
- Name/Address Changes
- Parking Information

Suite 5252
585.262.1740
The Student Services Center offers students a variety of professional services. The Center’s professional staff assists with admissions, academic advisement, personal counseling, career counseling, selecting and enrolling in classes, financial aid, transfer credit evaluation and services for students with disabilities. Students can schedule appointments with staff or use the daily “walk-in” service. Our office hours are: Monday, Tuesday, Thursday and Friday, 8 a.m. - 5 p.m. Wednesday, 8 a.m. - 6 p.m.
Extended hours available during August and January. Check our website www.monroecc.edu/depts/dstuserv.
Student Government

Join. Participation in social, cultural, educational and recreational activities enhances classroom instruction and is strongly encouraged by the College. Pitch in. Be independent. Think creatively.

Students are generally governed by the Student Association. Its purpose is to promote the general welfare of the student body; to provide programs of educational, cultural, recreational and social value; to promote a spirit of harmony among administration, faculty, staff and students; to provide procedures for insuring the continuity and perpetuity of the Student Association and its governing body; to meet the responsibilities and obligations of self-government; to assure the rights as set forth in the “Joint Statement of Rights and Freedoms of Students;” and to provide students with an organization through which their concerns on matters affecting them may be registered within a representative and democratic governance.

The Student Association is represented by the Brighton Campus Student Government Association and the Damon City Campus Student Events and Governance Association. All students who pay a student life fee are members of the Student Association, and fall under the representation of one or both of these groups.

Student representatives also serve on the College’s Board of Trustees and the Board of Directors of the MCC Association Inc. Several other faculty and ad hoc committees also have student representatives.

The Brighton Campus Student Government Association is also represented by voting members on two faculty committees: Curriculum and Academic Policies.

Brighton Campus Student Government

The Senate is the highest authority of the Brighton Campus Student Government. Its 14 members are elected at large by the student body. The Senate sets policy and is responsible for taking action it deems necessary or advisable to meet the stated objectives of the Student Government.

In addition to the Senate, the Student Government is made up of an Executive Branch, which consists of the President, Vice President and the Presidential Cabinet.

Senate Qualifications

- Must be day or evening student taking six credit hours or more at the Brighton Campus, and maintain this status throughout entire term of office.
- Must maintain cumulative grade point average of 2.25 or above, and be in good academic and disciplinary standing.
- Must have Tuesdays, 2:00-5:00 p.m., and Fridays, noon-1:00 p.m., available to attend Senate meetings held at the Brighton Campus.
- Must maintain an office hour at least once a week.
- Must intend to serve the Student Association for the entire term of office.

Presidential Cabinet Qualifications

- Must be day or evening student taking six credit hours or more at the Brighton Campus and maintain this status throughout entire term of office.
- Must maintain cumulative grade point average of 2.25 or above, and be in good academic and disciplinary standing.
- Must intend to serve the Student Association for the entire term of office.

Damon City Campus Student Events and Governance Association (SEGA)

The Student Events and Governance Association (SEGA) serves as the student governing body responsible for addressing student concerns, developing policies, and providing campus life programs. SEGA members plan and implement cultural, educational, social and recreational activities for the campus. For more information, visit the Campus Center Office, room 4020.

Campus Activities Board (CAB)

In correspondence with the preamble of the MCC Student Association Brighton Campus Student Government Constitution, CAB has as its purpose the creation, facilitation and evaluation of purposeful and innovative activities that enrich the intellectual, intercultural, recreational and social needs of the MCC campus community. CAB committees include:

Educational Programs

This committee is responsible for activities that focus on contemporary issues, programming efforts and other efforts that educate and provide intercultural awareness to enhance MCC’s co-curricular program.

Publicity and Promotions

This committee is responsible for activities that publicize and promote the CAB mission to the MCC community and surrounding communities. This committee is also responsible for promoting civility on and off campus through active community outreach efforts.

Special Events

In collaboration with other clubs and organizations, Athletics, and Housing and Residence Life, this committee is responsible for those activities that enrich the recreational and social needs of the MCC campus community. Programs include Fall Festival, Spring Fling, Breakfast with Santa, feature films, comedians and musicians.

For more information, visit the CAB office, Room 3-132.
Student Clubs and Organizations

How to start a club

All student clubs and organizations must be chartered by the Brighton Campus Student Government Association or Damon’s Student Events and Governance Association (SEGA). Students interested in forming a new club or organization must apply for a charter to the appropriate Campus Center Office (Brighton or Damon City Campus). The minimal requirements for an application are:

- Organize students who have an interest in being involved in the new group. You’ll need at least four other volunteers. Hold an interest meeting and assemble ideas on the vision of your new club.
- Make an appointment with a staff member in the appropriate Campus Center Office (Brighton or Damon City Campus) to discuss your ideas and to obtain information about policies and procedures.
- Share the written mission of the new group. This will allow all involved to understand the new club’s purpose.
- Prepare a constitution, a standard document that describes the structure and by-laws of your club. Copies of a model constitution may be obtained in either the Brighton or DCC Campus Center Office. This document outlines your club’s purpose, structure, voting procedures and position descriptions. All constitutions must be typed and submitted to the appropriate Campus Center Office. A member of the Brighton Campus Student Government Association Senate or SEGA can assist you in preparing your constitution.
- Identify an advisor for your club. The advisor must be a member of the MCC faculty or staff. The Campus Center will also assist you in this endeavor. Keep in mind that you can still go forward with your constitution while in the process of identifying an advisor.
- Attend a designated meeting of the Brighton Campus Student Government Association Senate or SEGA to have your club voted to be chartered.

All new clubs and organizations that meet the approval of either the Brighton Campus Student Government Association or DCC’s SEGA are considered chartered clubs.

Clubs and Organizations —— Brighton Campus

American Sign Language Club
This club invites all students into the world sign language and explores it has a culture and a language to embrace. Students interact side by side with students who hear and with students hear through sign language. Students have the opportunity to learn and understand the importance and contributions of sign language.

MCC Air Conditioning Contractors of America (ACCA)
The purpose of this organization is to expose MCC students to an array of Heating, Ventilation and Air Conditioning topics, collaborate with area businesses, and give students the opportunity to be a part of the national chapter of ACCA. Their goal is to educate members, prepare students for the workforce and to network with potential employers.

Anthropology Club
The mission of this club is to further the enrichment of studying in the arena of Anthropology and Sociology professions. Students’ study and visit historical sites expand their knowledge of social and global issues and situations.

Auto Club
The purpose of the Auto Club is to acquaint students with the automotive industry and identify where each student’s interest might be in the field. Students discuss, study publications and work on cars as a learning tool to further their knowledge.

A.W.A.R.E. [Adults who are Returning to Education]
Provides a network and support system for MCC adult students (over the age of 25). These non-traditional students obtain support systems in adjusting to college. They also plan and implement programs that are directed to their needs.

Baha’i Club
This club upholds the unity of God, recognizes the unity of his prophets, and inculcates the principles of oneness and wholeness of the entire human race. It proclaims the necessity and the inevitability of the unification of mankind.

B.A.S.I.C. [Brothers and Sisters In the name of Christ]
A full gospel student organization that promotes Christian beliefs. It opens students to explore a mature aspect of Christ.

Ballroom and Latin Dance Club
This club promotes and encourages the dance art and sport of Ballroom and Latin Dance. This ageless form of dance captures the interest of young, old and everyone in between.

Biology Club
Explores all aspects of biology and related fields. Students learn about biological careers in this area.

Blackbird Entertainment Club
This club promotes the production of student driven plays at MCC. The purpose is to provide entertainment through the art of theatre for students and faculty/staff and the general Rochester Community. Students gain another level of education by producing, directing and organizing their own plays.

Breakdance Club
The purpose of the MCC Breakdance Club is to spread the interest and enjoyment of dance styles such as popping, locking and breaking. Students practice, teach these art forms to other students and also organize dance programs around the art.

Black Students Association
Promotes awareness and serves as a support system for African American Students on campus. This club provides regular programs and education, cultural awareness and social events that involve the contributions of blacks in America.
Cabbages & Kings
Students implement and publish a student run literary and visual arts magazine by learning the art of publishing and different aspects of writing.

Campus Ambassadors
The purpose of this club is to provide a Christian Fellowship for a diverse group of students and help them get involved in a local church. They also provide opportunities for students who are interested in investigating or developing different religious affiliations.

Campus Crusaders for Christ
This club is an interdenominational Christian student group. They deal with principals that are guides from the Bible. Their sole belief is that Jesus Christ is God’s son and savior of the world. Students plan activities and events around this belief.

Chemistry Club
The purpose of this organization is to nurture interest and expertise related to educational and vocational areas of chemistry.

Chinese Culture Club
The purpose of this organization is to strengthen its members understanding of the Chinese language. Although understanding the culture is a benefit to joining this club, their main focus is to teach, educate and strengthen students’ skills in the Chinese language.

Cinema Society
The purpose of this organization is to promote all aspects of cinema through several events, projects, film series and small productions.

Comic Creator Club
The Comic Creator Club would provide a forum for comic creators (artists, writers, and fans who consider themselves neither but would like to try anyway) to connect, collaborate, self-publish and promote comics together.

Computer and Gaming Technology Club
To promote an increased knowledge of the science, design, development, construction, language and applications of computers and gaming technologies. The club promotes a greater interest in computers and its application.

Electronic Gaming Society
This club’s goal is to attract those interested in electronic entertainment by exploring all avenues of electronic games, and technology. The group also investigates new products on the market and new ideas in the gaming field.

Engineering Leadership Council
Exploring different aspects of engineering (civil, chemical, electrical and mechanical) is the goal of this club. Getting hands on experience, participating in field trips, building models and providing demonstrations is the goal of this club.

Fitness & Wellness Club
This club specifically is designed to promote healthy behaviors, educational tools and positive role models in healthy behavior.

Geoscience Association
This club exists to further the ideas and aims of geosciences (geology and geography). Students will learn and gather knowledge of both fields, through programming, field trips and demonstrations from experts in the field.

Global Union International Students’ Association
Provides a forum for international students at MCC. Promotes understanding and goodwill between international students and their American counterparts. Students exchange ideas, cultural awareness and plan activities together.

Grupo De’ Capoeira
This unique club studies and practices the art of ancient Brazilian techniques using the art of dance and simulated karate moves to portray movement, fighting techniques, and dance.

Gospel Choir
This club serves a directive to spread the word of God through music. Students get hands-on training in voice with a trained instructor. They also have the opportunity to plan choir events and demonstrations both on and off campus.

Health Information Technology Club
The purpose of this club is to get interested students involved in promoting the health professions and to also promote students everywhere to live a healthier lifestyle. Students who are majoring in the health field get the opportunity to explore careers in the field.

Hillel
The purpose of this organization is to bring together Jewish students, faculty and staff as well as all college community members who are interested, appreciate and want to share in the Jewish culture through programming, events and socializing.

Holocaust/Genocide Studies Project
The purpose of this organization is to serve as a network of individuals for the advancement of Holocaust/Genocide programming, awareness, education and research.

Hospitality Club
Acquaints students with the food service and hotel industries, and identifies where a student’s interest might be in the field. Members have an opportunity to exchange ideas and experiences through discussion, study, field trips, menu planning and publication.

Latin Pride
Provides support and enhances cultural and social togetherness among Latinos at MCC. Students engage in programs, plan events and bring awareness about the Hispanic culture to the college community.

Math Club
The purpose of the Math Club is to deepen students’ awareness, skills and appreciation of mathematics and its connections to other disciplines. Our goal is to develop higher levels of mathematical problem solving.
skills in ways that are fun, interesting and challenging.

**Men of Excellence**
The purpose of this club is to promote the importance of leadership, well-being, education and citizenship for men. The club focus is on Hispanic and African American Males. The students provide program and events zeroing on business ventures, self assurance and pride of culture.

**Mini Baja Team**
The Mini Baja Team’s purpose is to compete in the society of Automotive Engineers (SAE) Design Competition. The competition challenges students of various disciplines to put their classroom training to the test with a real world application

**Monroe Doctrine**
A student run newspaper, where students learn the overall workings of a newspaper. Students experience everything from managing a newspaper to editing.

**Muslim Club**
Explores the practices of the Muslim Religion and provides the opportunity for students to combine student activities and religious practices at MCC.

**National Society of Black Engineers (NSBE)**
The purpose of this organization is to include programs that serve to stimulate student interest in Engineering. Our main interest is to encourage students of color to consider joining the engineering field.

**Native American Club**
The purpose of this club is to enhance cultural and social activities of particular interest to Native American Students while bringing awareness to the college community. Students from all backgrounds are encouraged to explore the contributions and history of Native American people.

**Outdoors Activities Unlimited**
Promotes and organizes outdoor activities throughout the year. Students experience activities such as rock climbing, biking, skiing and ice-skating. Students also get training in wilderness survival.

**Peace and Justice Coalition**
The purpose of this club is to promote and understand the elements of peace and social justice. The club focuses on the awareness of global citizenship, and responsibility. The club works closes with the community to spread a positive atmosphere.

**Philosophy Club**
The purpose of this organization is to foster knowledge and critical thinking in the area of Philosophy. The goal is to encourage and engage students to analyze issues, foster constructive debates and discussions.

**Phi-Theta-Kappa**
An honors organization that encourages students to obtain scholarships while in a two-year college. Promotes leadership, service, and the exchange of ideas and ideals.

**Physical Studies & Awareness**
Stresses the importance of physical education to students. Opportunities to learn the importance of physical fitness. Careers in the field are also explored.

**Psychology Club**
The purpose of this organization is to promote interest in psychology and related fields, to learn about psychology careers, and to get acquainted with other students with similar interests.

**Pool and Billiards Club**
The purpose of this organization is to encourage the MCC student body to learn the art of playing pool and billiards. This club has taken the game to a higher level integrating the art of science, math and geometry as a way to understand how the games are played. From beginners to advance players, there is something for everyone in this club.

**Pride Alliance**
A support group for gay, lesbian and bisexual students on campus. This group acts as an advocate for these students by promoting the awareness of the contributions of the culture.

**Radiology Club**
Enhances the student’s learning objectives to explore the science of radiology and medical imaging. Students explore career opportunities and knowledge in the field.

**S.A.D.H.A. [Student American Dental Hygienist Association]**
Students explore experimentation and receive hands-on experience in the field of dental hygiene. Upon graduating, students earn the right to become a member of the parent association (New York State Hygienist Association).

**Sci-Fi Fantasy Club**
The purpose of this club is to enrich students in the cultural pastime of reading, watching and creating Sci-Fi/Fantasy material to be discussed and analyzed through a variety of activities.

**Spanish Club**
This club studies the history of the Spanish Language as it is spoken by different Latin American countries. The club expands its knowledge through group interaction, field trips and lectures on the origins and culture of many Latin American groups.

**Student Art Organization**
Students expand their learning abilities and creativity in the field of art. Students have the opportunity to attend special art shows, galleries, films, workshops and listen to speakers who explore different types of art media.

**Student Music Association**
Students learn the art of the different types of music by learning and experiencing with different instruments. Students have the opportunity to play in a live ensemble while other students experience the joy of singing in the club.

**Student Nurses Association**
Students who are continuing a career in nursing experience the cohesiveness and networking experience by servicing the college and community. Opportunities to assist and mentor incoming nursing students into the program are encouraged.
Student Organization of Woman Leaders  
S.O.W.L.
The purpose of S.O.W.L. is to give a stronger voice to the women of Monroe Community College. The group explores and discusses women’s issues at affect their daily lives both at MCC and in the community. They also work with less privilege women in the community and inspire and encourage women to become more motivated.

Travel & Tourism
Students have the opportunity to learn the basic concepts and standards of the travel and tourism business. Students receive hands-on training in airline reservations, tours and conference planning.

Veterans Club
The purpose of the Veterans Club is to bring about awareness of issues that are facing our Veterans that are of concern. We encourage friends and students who wish to help our soldiers to join this great club.

WMCC Radio
Serves as a training mechanism for those who wish to take advantage of the knowledge and experience available in the broadcasting and communication fields.

The Model United Nations Program and Course
The Model UN Program is an Honors course (POS234), which gives students the opportunity to step into the shoes of ambassadors from U.N. member states, and to debate current issues on the organization’s vast agenda. Students “delegate” prepare draft resolutions, plan strategies, negotiate with supporters and adversaries, resolve conflicts, and navigate the U.N.’s rules of procedures — all in the interest of mobilizing “international cooperation” to resolve problems that affect almost every country in the world.

Before assuming their diplomatic roles in the Model U.N., students research global problems to be addressed from today’s headlines. Model U.N. participants learn how the international community acts on its concerns about topics including peace and security, human rights, the environment, food and hunger, economic development, and globalization.

This is a very interactive course which combines academic learning with out-of-the-classroom experiences:

- Students earn 4 credit hours (Political Science or Elective credits)
- Must apply to the program through an application process
- Will attend the National Collegiate Conference in New York City for one week

For more information visit www.monroecc.edu/go/modelUN

Clubs — Damon City Campus

Criminal Justice Club
The purpose of the club is to further the ideas and aims of the criminal justice system by identifying and discussing current issues in criminal justice and law enforcement and proposing possible solutions; to expand its members’ knowledge of the functions and workings of the criminal justice system; to expose its members to a wide variety of different fields and careers in criminal justice through guest speakers and visits to criminal justice affiliated facilities.

DCC Pride Alliance Club
The purpose of the club is to provide a support group for MCC students as well as promote diversity among students, and to build strong lasting connections with other pride clubs in the Rochester area.

Future Educators Club
The purpose of the club is to encourage MCC students interested in a career in education, teaching or administration.

Human Service Club
The purpose of the club is to help students recognize human service as a profession with rights and responsibilities; to extend experiential learning beyond the seminar and field work experiences; to help students develop leadership and citizenship skills; to help students learn skills which they can apply in agencies and in the community; to help promote the Human Services Department as a community resource; to link current students, alumni and professionals in the greater Rochester community.

Men of Excellence Club
The purpose of the club is the development of cognitive life skills, to strive for knowledge and understanding tempered by humility and honor. The club encourages academic success, self-dignity and respect for those within and outside the educational community. The club is dedicated to positive social networking, with an emphasis on higher education and the benefits thereof.

Paralegal Club
The purpose of the club is to promote the educational opportunities for paralegal students at MCC, and to create and enhance partnerships in the community for internships and employment.

Peacemakers for Christ Club
The purpose of the club is to encourage, empower and invite change through spreading the gospel to believers and non-believers.

Spanish Club
The purpose of the club is to promote Hispanic/Latino culture and language through speaking Spanish, watching movies in Spanish, learning dances of Latin origin, and experiencing Spanish/Latin cuisine.

Election of Officers
Officers should be elected in the spring to provide continuity for the following academic year. A list of officers must be submitted to the Student Campus office.

Student Association Budget
All students enrolled at MCC pay a student life fee based on the number of fee hours for which they are registered. Per approval of the College Board of Trustees, the Student Association Senate is authorized to “formulate and approve the annual budget for all branches of the Student Association.”

The budget process is implemented each spring semester and is based upon projected enrollment figures for the coming year.
Supplies and Duplicating
Clubs and organizations may get help with duplicating materials through the Campus Center Office.

College Hour
College hour on the Brighton Campus are schedule from 12 to 1pm on Mondays, Wednesdays, and Fridays. Student group normally meet during those hours; however, this time is usually reserved for students to have time to socialize, have meetings and plan activities.

Co-Curricular Faculty Advisors
Each student club and or organization must select a faculty, or staff person to act as their advisor. A recommendation should be submitted to the Campus Center Director or designee for approval. In cases in which stipends apply, the faculty or staff advisor is subject to an annual review and evaluation.

Faculty advisors must be present at all events sponsored by a student club or organization. They must also accompany students on any trips sponsored by the club or organization.

Publications and Arts on Campus
The official College student newspaper is the *Monroe Doctrine*. *Cabbages and Kings* is the student literary-art magazine, published once a year. Staff positions on these publications are open to all students.

Courses emphasizing musical performance include concert band, orchestra, chorus, voice, guitar, percussion and piano. Other ensembles, co-curricular groups, and pop, rock or folk groups are organized to meet student interests.

Co-curricular musical activities are jointly sponsored by the Music Department and the Student Association. Students participating in co-curricular musical activities are eligible for membership in the Student Music Association, which conducts an annual concert tour, a jazz ensemble festival/clinic, guitar festival and show choir festival. The Association also gives performances at the College, area schools, hospitals and social agencies.

Exhibitions, music, drama, dance, poetry and literary events are featured on MCC’s activities calendar. Visits by local and national artists are scheduled each year. The Mercer Gallery maintains an exhibition schedule recognized throughout the community for its creativity and innovation. Students have an opportunity to meet visiting artists in the presence of their work. The Gallery also presents an opportunity to learn the organizational and promotional aspects of the business side of the arts.
### Intercollegiate Sports

MCC’s intercollegiate sports program offers 14 exciting sports, with equal opportunity for men and women.

MCC teams have won several conferences, regional, and national championships, and MCC players have earned All-American honors.

Funds for this comprehensive program are appropriated by the Student Association from student activity fees.

#### Athletic Eligibility

To be eligible to compete in Junior College Intercollegiate Athletics, a student must pass a physical examination by their health care provider, including current Tuberculin Skin Test and Tetanus vaccination. The student is required to complete the Sports Clearance Physical process through MCC Health Services. The student is also required to have coverage through the MCC accident insurance policy and be certified by MCC’s Athletics Director. Student participation is governed by College policy and the rules and regulations of the National Junior College Athletic Association. A student must also be in good academic standing (as defined in this catalog) to participate in intercollegiate athletics and meet the requirements of the NJCAA’s eligibility standards as set forth in the national handbook.

The office of the Director of Athletics is Building 10 Room 136, telephone 585.292.2830. Contact the appropriate coach if you are interested in a particular sport.

### The Dance Team

The Dance Team makes up a service group that represents the student body at all athletic contests. This activity is under the direction and supervision of the Athletic Department. Tryouts are held each fall and are open to all students. Squad members are selected on the basis of skill, personality, poise and enthusiasm.

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<table>
<thead>
<tr>
<th>Sport</th>
<th>Coach</th>
<th>Office</th>
<th>Extension</th>
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<tbody>
<tr>
<td>Athletic Director</td>
<td>M. Shapiro</td>
<td>10-136</td>
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<tr>
<td>Assoc. Athletic Director</td>
<td>D. Bailey</td>
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<td>Athletic Trainer</td>
<td>M. Cerame</td>
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<td>Baseball</td>
<td>M. Kelly</td>
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<td>Basketball (men)</td>
<td>J. Burns</td>
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<td>Basketball (women)</td>
<td>T. Parrinello</td>
<td>10-132</td>
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<td>Dance Team</td>
<td>A. Bonaccorso</td>
<td>10-127</td>
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<tr>
<td>Golf</td>
<td>J. Graham</td>
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<td>C. Chamberlain</td>
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<td>R. Delfino</td>
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<td>Soccer (men)</td>
<td>N. Cupello</td>
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<td>Soccer (women)</td>
<td>S. Galvano</td>
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<td>Softball</td>
<td>R. DiGiacomo</td>
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<td>D. Dubois</td>
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<tr>
<td>Sports Info Director</td>
<td>T. Garigen</td>
<td>10-138</td>
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[www.monroec.edu/go/sports](http://www.monroec.edu/go/sports)
College Colors and Nickname
The official colors of MCC are black and gold. Athletic teams are nicknamed the Tribunes, a symbol derived from the Roman official who was a defender of the people.

Student Recreation Program
The physical education building, including the PAC Center, gymnasium, racquetball courts, weight training room, Human Performance Lab, dance studio and swimming pool, is available for student recreation at selected times. Physical education classes, intramural activities and intercollegiate games have first priority for these facilities.

Students need their ID card to secure a locker and recreational equipment. Appropriate recreational clothing and sneakers are required. An orientation is needed prior to using the Human Performance Lab (HPL). Orientation may be scheduled in the HPL.

Intramurals
“Fun, friends and a sports challenge” is the motto of the intramural program at MCC. Its purpose is to provide a program of sports activities and special events that will challenge your athletic skills. Special emphasis is placed on lifetime sports activities.

This comprehensive program is directed and supervised by the Athletic Department. Most activities take place in the Physical Education Building 10 during College Hour (noon on Mondays, Wednesdays and Fridays), and Tuesday, Wednesday and Thursday evenings 7:30 to 9:30 p.m. Equipment, supervision and officiating are provided.

A schedule of activities and guidelines is available at the Athletic Department Office, 10-129, or by calling 585.292.2869.

INTRAMURAL SCHEDULE

Fall Semester

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Aerobic exercise (co-ed)</td>
<td>Fall Semester</td>
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<tr>
<td>Disc golf league</td>
<td>September</td>
</tr>
<tr>
<td>Flag football</td>
<td>September</td>
</tr>
<tr>
<td>Bingo tournament</td>
<td>September</td>
</tr>
<tr>
<td>Tennis tournament (singles)</td>
<td>September</td>
</tr>
<tr>
<td>Golf league</td>
<td>September</td>
</tr>
<tr>
<td>Homecoming 5K</td>
<td>September</td>
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<tr>
<td>Bowling league</td>
<td>October</td>
</tr>
<tr>
<td>Volleyball league (co-ed)</td>
<td>November</td>
</tr>
<tr>
<td>Basketball league (co-ed)</td>
<td>November</td>
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<tr>
<td>Turkey Trot 5K</td>
<td>November</td>
</tr>
<tr>
<td>Racquetball tournament</td>
<td>December</td>
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Spring Semester

<table>
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<tr>
<th>Activity</th>
<th>Time</th>
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<tr>
<td>Aerobics (co-ed)</td>
<td>full semester</td>
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<tr>
<td>Basketball league (co-ed)</td>
<td>February</td>
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<tr>
<td>Racquetball tournament</td>
<td>February</td>
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<tr>
<td>Bingo</td>
<td>March/April</td>
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<tr>
<td>Dodgeball</td>
<td>March</td>
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<tr>
<td>Volleyball league (co-ed)</td>
<td>March</td>
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<tr>
<td>Disc golf league/tournament</td>
<td>April</td>
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<tr>
<td>Spring fun run (co-ed)</td>
<td>April</td>
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<tr>
<td>3 point and dunk contest</td>
<td>April</td>
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Holocaust, Genocide, and Human Rights Project

For two decades, MCC’s Holocaust, Genocide, and Human Rights Project has been inspiring students to become educated, commemorate the events of the Holocaust, and advocate for human rights issues throughout the world. The Project also serves to supplement the education students receive in five related courses and annually sponsors film discussions, fundraising events for Water for Sudan and the annual Yom HaShoah commemoration in the spring.

Ashley Wood pictured with Holocaust survivor Lily Habor who shared her story for the photo exhibit displayed during the annual Yom HaShoah Commemoration.

MCC alumnus and founder of Water for Sudan Salva Dut (center) enjoying a recent “Walk for Water” fundraiser for fresh water drilling operations.
Entering Student Placement Testing

Placement testing will be required of all entering matriculated students, both full-time and part-time. High school graduates or G.E.D. recipients may qualify for the following exceptions:

- Students who score a minimum of 500 on either the verbal or quantitative section of the SAT or 21 on the English or math portions of the ACT may be exempt from the corresponding section(s) of the placement test.
- Students who have completed an MCC-equivalent college mathematics course at the College Algebra level or higher with a grade of C or better will be exempted from the corresponding section(s) of the placement test. However, if these mathematics courses were completed more than three years ago, testing may be required. Even if not required, testing is strongly recommended for students without recent mathematics experience to obtain estimates of current skill levels for advisement purposes.
- Students who have completed within the past three years a high school mathematics course ending with a grade of 80 or higher on the Math B Regents exam or other third-year college-preparatory mathematics with a grade of B or better may be exempt from the mathematics sections of the placement test.
- Students who have completed Regents English 11, or 3rd-year college-preparatory English or equivalent with a grade of 80 or better may be exempt from the corresponding sections(s) of the placement test.

Special testing for English will be available for students whose first language is not English. Students with documented disabilities can be provided with testing accommodations to which the College determines they are entitled.

Grading System - Credit Courses

Grades are issued to students at the end of the semester. Students may obtain their grades through the MCC web page. A +/- grading system for credit courses has been instituted by the College. The grading system is as follows:

<table>
<thead>
<tr>
<th>Grade Interpretation</th>
<th>Numerical Value # of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B Above Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D- Minimum Passing Grade</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>I Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>AU Audit</td>
<td>0.0</td>
</tr>
<tr>
<td>K Grade Not Rec’d from Instructor</td>
<td>0.0</td>
</tr>
<tr>
<td>WI Withdrawal, Lack of Immunization</td>
<td>0.0</td>
</tr>
<tr>
<td>WI Withdrawal, Lack of Immunization</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Semester hour credit and quality points shall not be granted.
**Administratively assigned grades. Semester and cumulative averages are calculated only on the basis of credit courses completed with grades of A through F.

Incomplete Policy

The grade of “I” may be assigned by faculty in special circumstances when the student has not completed the course requirements. A written statement of requirements for completing the course and a completion deadline must be filed with the department chairperson by the faculty member prior to the due date for the submission of final grades. On this written statement, the faculty member must also indicate the alternate letter grade the student will receive if the requirements are not completed within the agreed upon time period. Credit hours and quality points are not assigned for an “I” grade until it is converted to another grade. The student should not re-register and pay for the course.

When the requirements have been completed, no later than one year from the end of the semester in which the student received the “I,” the faculty member (or department chairperson if faculty member is not available) will submit a grade change form. If the requirements are not completed by the end of one year, the faculty member will submit a grade change form changing the “I” to the alternate grade listed on the original written statement.

Student Identification Cards

Registered students will be issued an identification card that must be carried at all times. The card will be needed to use the College Libraries, recreation facilities, and services at the Campus Center Service Desk, the Electronic Learning Centers and various other functions at MCC. Additionally, students must produce their current photo ID card any time they are asked to do so by any college official (Public Safety, staff, faculty, administrator).

Students attending the Damon City Campus must show their Photo ID card for entry to the campus, as well as to access other services, such as the Bookstore, the Integrated Learning Center and the Fitness Center.

Student ID cards are valid as long as students are attending MCC. Should it be lost or damaged, a $5.00 replacement fee is required. This charge is $10 for Residence Hall students.

New students attending Orientation will have their picture taken and receive their card during Orientation. If a student is unable to attend Orientation, they may receive their Photo ID during the first week of classes.

For questions about your Student ID please call 585. 292.2555.
Audit: A grade of “AU” is assigned when a student registers for a course according to the procedures outlined in the College’s Course Audit Policy. Students may not attend a class on an audit basis unless they are properly registered for the course and have filed an audit grade election form by the end of the first week of classes.

Withdrawal: A grade of “W” is issued for course withdrawals made after the third week of the schedule adjustment period (drop-add period). It is the student’s responsibility to initiate any withdrawal in accordance with procedures stated in the College’s Withdrawal Policy. Failure to formally withdraw may result in receiving an “F” grade. Faculty are not required to withdraw students who elect not to attend classes.

Semester Average
(see chart above)
A student’s academic achievement for any given semester is calculated on the basis of only those credit courses completed with grades of A, B, C, D or F, as follows:
1. Determine the quality points earned in each course by the numerical value of the grade assigned. (See “Grading System” for numerical values.)
2. Total the quality points for all courses completed during the semester.
3. Total the credit hours for all courses completed during the semester.
4. Divide the total quality points by the total credit hours. The quotient represents the Semester Average.

Cumulative Average: Cumulative averages are determined solely on the basis of points and credits earned at MCC. They are calculated by dividing the grand total of each semester’s quality points by the grand total of each semester’s credits. Note: Transfer credit and credit by examination are not included in the computation of the cumulative average.

Academic Standing
Academic Probation: A student is placed on academic probation for a period of one semester. If probation is based upon the student’s first term of matriculation at MCC, the student should seek academic advisement. If probation occurs after a student has been matriculated for two or more semesters at MCC, the student should seek academic advisement and may not hold a class or student office, participate in intercollegiate functions or be a public representative of the college during the probation term. If such students fail to raise their cumulative grade point average to “satisfactory progress” after the probationary period, he/she may be suspended.

Academic Suspension: Academic Suspension does not deny a student the right to continue studies at MCC. It merely sets a limit on the number of credits a student may register for during any given semester. However, any student placed on Academic Suspension will not be eligible for any financial aid, grants or loans while on suspension.

First semester students and/or students falling within the suspension range for the FIRST TIME will automatically be placed on probation for one semester. All other students falling within the suspension range who are registered for the upcoming semester will be descheduled from those courses and will be evaluated based on a combination of cumulative GPA and academic progress for the semester.

Students who have been academically suspended have two options for completing their studies at Monroe Community College: 1. The student may “appeal” to the Academic Appeals Committee for consideration to be reinstated on Academic Probation for the following semester. The appeal must be submitted in writing on the appropriate form, and must indicate to the Committee the reasons for unsatisfactory achievement during the past semester and plans for improvement. The student will be instructed on the appeal procedure and notified on how to obtain the decision made to their appeal.

OR
2. Without “appealing” students may continue their studies on a PART-TIME BASIS (8 CREDIT HOURS OR FEWER). Students must seek assistance from their Academic Advisor or a Counselor in planning their course of study prior to registration. It might be to the students’ advantage to repeat a course(s) in which they received a “D” or “F” in order to raise their cumulative point average.

Graduation at MCC is based on an overall 2.0 GPA of MCC credits.

In addition to the above alternatives, a student may apply for consideration to be readmitted after one year by requesting an application for readmission from the Admissions Office.

Students placed on Academic Probation will be notified by e-mail. Students placed on suspension at the end of a semester will be notified in writing and by e-mail of their status and will be advised of these policies.

Dean’s List
Matriculated students who complete a semester (fall or spring) with 6 or more credit hours, attain a Grade Point Average of 3.50 or higher for the semester and have no grades of “I” or “F” in that semester are cited for their achievement by being placed on the Dean’s List. A certificate and a letter of recognition signed by the Vice President of Academic Services and the Vice President of Student Services is sent to these students after the completion of the fall and spring semesters.

Requirements for Graduation
Forms and deadline dates, as well as information concerning degree or certificate requirements, may be obtained from the Graduation Certification Office, Building 3-103; the Counseling and Advising Center, Building 1-231; or the Student Services Office at the Damon City Campus.

Degree Requirements
A degree candidate must fulfill these general requirements:

- Complete the course distribution and credit hour requirements as prescribed in his/her program of study.
- Complete 24 credit hours at Monroe Community College.

- Attain a minimum Cumulative Grade Point Average of 2.00 upon completion of his/her program.
- Satisfactorily meet all College obligations. In accordance with section 3.47 of the rules of the New York State Board of Regents, in order to graduate from Monroe Community College, students must have completed one of the following:
  - a high school diploma from a state recognized high school
  - an equivalent four year high school course of study as certified by the superintendent of schools of the candidate’s school district of residence at the time such course was completed
  - a legally valid high school equivalency diploma
  - 24 semester hours or the equivalent of college course work distributed in subjects in accordance with the requirements set by the New York State Education Department and verified by Monroe Community College or a college degree from a degree-granting institution accredited by an accrediting agency approved by the United States Department of Education.

Certificate Requirements
The College is also authorized to award a certificate to a student fulfilling these general requirements:

- Complete the course distribution and credit hour requirements as prescribed in the Certificate Program.
- Complete a minimum of 50 percent of the credit hours at Monroe Community College.
- Attain a minimum Cumulative Grade Point Average of 2.00 upon completion of his/her program.
- Satisfactorily meet all College obligations.
Filing for a Degree/Certificate
In addition to the above general requirements, a candidate for a degree or certificate must complete an Intent to Graduate Application after registering for their last semester at MCC. If the Intent Application is not completed, the student will not be audited for graduation, and will not receive his/her degree and diploma. The Intent Application is available at the Brighton Campus in the Graduation Office (Building 3-103), the Counseling and Advising Center (Building 1-231). At the Damon City Campus, Intent Forms are available in the Student Services Center. Students may also file an Application online by going to the Graduation Office web page.

Conferral of a Second Associate Degree
In accordance with the State University of New York policy, a student may earn a second associate degree at Monroe Community College. Guidelines are as follows:
1. The second degree must be in a substantially different area of study from the first degree.
2. Earning the second degree must result in academic and/or employment advantages for the student.
3. A minimum of twelve additional degree credits must be completed at MCC in the curriculum in which the student seeks to qualify for the second degree.
4. A student interested in earning a second degree should contact the Admissions Office or the Student Services Office at the Damon City Campus for an application for readmission as a second degree candidate. The advantages for obtaining a second degree should be explored with a counselor in the Admissions Office or Counseling Center.
5. Students pursuing a second degree will follow the degree requirements for the second degree as listed in this Catalog/Student Handbook at the time of matriculation into the program.
6. Students who complete the requirements for a second degree in their last semester should contact Graduation Certification Office, 3-103.

Graduation with Distinction
Candidates for a degree or certificate who complete their requirements for graduation with a cumulative point average of 3.50 or above are considered honor graduates. The diploma and academic record of such a graduate is inscribed with the words “WITH DISTINCTION.” In addition to this recognition, the graduate receives special commendation at the Commencement ceremonies.

Waiver of Degree Requirements
A matriculated student must follow an approved curriculum as described in the College Catalog/Student Handbook at the time of matriculation. Substitutions for specific course requirements (other than those made by the Office of Admissions for transfer students) must be approved in writing by the appropriate department chairpersons. The department chairperson having responsibility for the substituted course and the chairperson of the department responsible for the degree shall be the appropriate persons to authorize any change.
Questions arising from periodic revision of the Catalog will be resolved by the Curriculum Administrator, Academic Services Division, without penalty to the student. The Curriculum Administrator will also resolve problems regarding cross departmental or cross divisional substitution/waivers.

Class Attendance Policy
Prompt and regular attendance at all class and laboratory sessions is expected. Faculty members are asked to report students for excessive absence when such absence is adversely affecting the student’s academic achievement in a particular course (not necessarily failing work). When this occurs, students may be reported to the Office of Records and Registration with the recommendation to warn the student or to withdraw the student from the course. In the event the student is withdrawn from the course, the grade of “W” will be assigned. Students should not assume that non-attendance will result in their automatic withdrawal from a course. Unless students themselves submit a formal course withdrawal, non-attendance may also result in an “F” grade and thus jeopardize the student’s academic record. Non-attendance does not relieve the student of his/her financial obligations.

Absence Due to Illness
Students should contact their faculty members promptly for any absence from class due to illness. Extended absence due to serious illness or injury should be reported to the Health Services Department. The Office of Health Services does not provide a medical excuse from classes, but will notify professors of an extended absence due to illness or injury greater than seven days with physician documentation.

Absence Due to Military Activation
Students who are activated for military duty during the semester should bring official military orders to the Veteran’s Certifying Official in the Counseling and Advising Center. Orders will be evaluated and must reflect activation dates that are concurrent with the student’s absence. Courses may be dropped and tuition and fees reduced accordingly, but only with the required document.

Absence Due to Religious Beliefs
No person shall be expelled or refused admission for the reason that he/she is unable, because of religious beliefs, to register, or attend classes, or to participate in any examination, study, or work requirements on a particular day or days.
Any student who is unable, because of religious beliefs, to attend classes on a particular day or days shall be excused from any examination or any study or work requirements.
It shall be the responsibility of the faculty and of the administrative officials to make available to each student who is absent an equivalent opportunity to register for classes or make up any examination, study or work requirements that the student may have missed. If registration, classes, examinations, study or work requirements
Schedule Adjustment (Drop/Add)

The schedule adjustment (drop/add) period is the first three weeks of each full semester course in the fall or spring term. The drop/add period for summer, Intersession or varied length courses is computed based on the length of the course.

Courses dropped during the first three weeks of the full fall or spring term will not be recorded on your academic transcript. Students may add a course during the first week of the full semester course without an instructor’s signature. A faculty signature is required when adding a section during the second and third week of the term.

To add a course after the drop/add period, the student must follow the Admission to Closed Courses and Wait List procedure.

Wait List for “Closed” Courses

Many high demand courses have electronic wait lists available. When a course reaches maximum enrollment capacity, it is “closed.” As seats become available for that course, students are moved into the course.

Students are financially responsible for courses once they are registered. Students are responsible for reviewing their schedules to be aware of wait list activity.

When wait lists are discontinued for the semester, you must request permission from the instructor to be admitted into a closed course. If the instructor grants permission, a “green slip” must be signed by the instructor and chairperson. Since policy on “green slips” differs among departments, you should contact the faculty member or department staff during the registration process.

Overload Status

The maximum number of courses for a semester is based on the course requirements for each program as shown in this Catalog. The normal load for a Liberal Arts student is five courses and a physical education or health education course. For an extension of the normal course load, a Liberal Arts student must receive a signed approval form (prior to registration) from their advisor or a counselor in the Counseling Center, or in Student Services at the Damon City Campus. Students in programs other than Liberal Arts must receive a signed approval form (prior to registration) from their department chairperson or designee.

Permission to carry a course overload is usually not granted unless a student has a cumulative average of at least 3.0 and/or can demonstrate a special need.

Withdrawal Policy

A grade of “W” or “WI” for withdrawal may be assigned for courses under a number of circumstances outlined below. Since withdrawal from courses may affect financial aid, veteran’s benefits, etc., you are encouraged to consult with an academic advisor, counselor and/or financial aid counselor before deciding to withdraw.

You may receive a course withdrawal through:

- The Counseling and Advising Center (Brighton Campus) or Student Services Office (Damon City Campus) for complete withdrawals from the College.
- The Office of Health Services — for students failing to provide proof of immunization, (WI)
- The Office of Registration and Records — for student-initiated withdrawals and for faculty-initiated withdrawals.

Withdrawal from an Individual Course

Withdrawal from individual courses must be initiated after the schedule adjustment (drop/add) period, but no later than 15 class days before the end of the semester as designated by the official Academic Calendar (or a proportional amount of time for courses less than 15 weeks in length).

You are able to withdraw from individual courses through the on-line registration system or by submitting a signed form available from Records and Registration, the Counseling Center, or the Student Services Center at the Damon City Campus. This process should be completed only after a discussion with the faculty member and financial aid advisor.

Withdrawal for Unsatisfactory Attendance

Faculty may assign a grade of “W” for individual courses due to unsatisfactory attendance. This faculty-initiated withdrawal must be requested no later than 15 class days before the final class day of the semester (or a proportional amount of time for courses less than 15 weeks in length). Students should not assume that non-attendance will result in their automatic withdrawal from a course. Unless students themselves submit a formal course withdrawal, non-attendance may also result in an “F” grade and thus jeopardize the student’s academic record.

Late Withdrawal for Health Reasons

Students may apply to the Office of Health Services for individual course withdrawals after the established dates for withdrawal as noted on the Academic Calendar, in case of serious illness or medical condition. The student will have a maximum of 30 calendar days after the completion of the semester to request a late withdrawal. The student must submit medical documentation from their health care provider regarding the illness or injury to Health Services. The student must also fill out a Medical Health Withdrawal request form available on the Health Services web page: www.monroecc.edu/go/health, under forms.

The documents will be reviewed in a timely manner for recommendation to the Office of Student Services. If the request is approved by the Office of Student Services, a grade of “W” will be recorded on the student’s transcript. No requests for “W” for health reasons will be accepted after the 30-day deadline. Confidentiality of health information is assured.
Course Withdrawals, Complete Withdrawals and Financial Aid

Students who receive financial aid are advised that they may lose continued eligibility if they withdraw from course(s) or completely withdraw. The eligibility requirements of their financial aid package should be checked carefully prior to course withdrawal(s) or complete withdrawals.

Complete Withdrawal from the College

Counseling and advisement prior to the decision to withdraw can assist you in deciding if complete withdrawal is appropriate for you. Complete withdrawals can be processed online until the deadline for individual course withdrawals listed on the Academic Calendar. If you wish to withdraw completely from the College after this date, you must provide official notification to the Counseling & Advising Center (Brighton Campus) or the Student Services Office (Damon City Campus) by the last day of the semester. Your withdrawal date is considered to be the date the official notification is received in the appropriate office. YOU ARE NOT OFFICIALLY WITHDRAWN UNTIL THIS PROCESS IS COMPLETED AND RISK RECEIVING “F” GRADES FOR ALL CURRENT COURSES.

Grades earned for short term courses within the semester will remain on your transcript and not be changed to W grades when completely withdrawing from the college. Courses ending on or after the complete withdrawal request will be issued W grades. You may not request a complete withdrawal from a course that ended earlier in the term but has not yet been graded. After a complete withdrawal from a term, you will be required to apply for readmission through the Admissions Office if you stop out for more than one semester or plan to return in a different program.

Repeating a Course

You may repeat a credit course. All course grades appear on the academic record. In cases in which courses are repeated, the official grade will be the last grade recorded, whether it is higher or lower than the original. The official grade earned in the course will count toward your Cumulative Point Average.

Some courses can be repeated for additional credit and, therefore, cannot be repeated for a better grade. You should check with the Registration and Records Office prior to repeating a course to see if the course is eligible. Grades of W, W1, I or AU cannot be substituted for a previous grade.

Programs such as Dental Hygiene, Health Information Technology, Radiological Technology and Nursing have hundreds of students seeking admission to them. The right to repeat courses in these programs is not automatic. If you fail to complete a course successfully, you may be denied the opportunity to continue in that curriculum. However, you may change to other programs offered by the College, and then re-apply for admission to the original program.

Repeating a course previously passed may jeopardize your eligibility for financial aid. Repeated courses cannot be counted toward Satisfactory Academic Progress of Pursuit of Program Requirements unless you are specifically repeating a course as designated by the College degree requirements. You are urged to consult with your academic advisor or counselor before repeating courses in which a passing grade was earned.

Restricting Admission to a Course

Admission to particular courses may be denied to students without the background and/or prerequisites deemed necessary by the College. The College reserves the right to evaluate students for their readiness for a particular course or activity and to require appropriate documentation of a student’s readiness. The College reserves the right to refuse enrollment if it determines that the student might be exposed to undue risks or such enrollment might be harmful to others.

Course Cancellation

The College expects to offer a variety of courses necessary for students to complete their programs within a two-year period. But at times conditions exist that may preclude the offering of particular courses.

Typically, late start course cancellations are made close to the course start date. Students using a late start course to complete their full-time load may have limited registration options if the late start course is cancelled. Financial aid may be affected.

Name or Address Change

Students must notify the Office of Registration and Records (Room 6-203) of any legal change in name, such as through marriage. Address changes must also be reported since all grades and registration materials are mailed directly to the student. Address changes can be made by calling the Registration and Records office at 585.292.2300 or by accessing the web at www.monroecc.edu.

Academic Transcript Request

A student may request an official copy of the permanent record of his/her academic work through the on-line system or by downloading the Transcript Request form from the MCC website or by completing the Transcript Application Form available in the Registration and Records Office, or by writing to the Registration and Records Office. All official transcripts are mailed to the designated recipient. There is a $3.00 charge for each transcript.

Grade Reports

Final grades are available on the College’s website: www.monroecc.edu.

Course Information Sheets

College policy requires that a Course Information Sheet be distributed to students during the first week of classes.

Registration Dates and Procedures

Information on registering for courses is e-mailed to current students. Registration assignments are based on credit hours accumulated. This information is also available on the college’s website.
Academic Hold on Student Record

A “hold” may be placed on a student’s academic record for various reasons, including:

- non-payment of tuition and fees
- not returning library books, physical education and other college equipment
- not satisfying the measles, mumps rubella immunization requirement
- non-payment of parking obligations and fines
- academic reasons - Students with less than a 2.25 average may not register for future semesters unless they receive academic advisement.

Most “holds” prevent release of the student’s academic transcript until the obligation has been resolved. All financial obligations must be satisfied before the student can register for another semester.

Final Examination Policy

All comprehensive final examinations will be held during the scheduled final examination period, according to the published comprehensive examination schedule. Any changes to the published schedule must be submitted to the department chairperson and division dean by the last week of classes, and cleared with the Registration and Records Office.

Students should not be excused from other classes to take or prepare for hourly or unit exams given during the last week of classes. Department policy will determine which courses will have final exams, which courses have final exams at the discretion of the instructor and in which courses final exams are unnecessary. The Course Information Sheet, available to students at the start of each course, clearly states all evaluation procedures including type of examinations. The final exam schedule is available by the middle of the term on the College’s website, www.monroec.edu.

Failure to Report to a Final

A student who misses a final examination needs to contact the professor within two working days to discuss the eligibility for a make-up examination. If the student is not satisfied with the results of this discussion, he/she must notify the Vice President of Student Services within one working day after meeting with the instructor. Failure to do so will result in a grade of “F” for the examination.

At the time the student notifies the Vice President of Student Services, he/she will be given an appointment to discuss the absence.

It is the student’s responsibility to present, at the time of the appointment, tangible evidence that the absence was legitimate.

Procedure

1. The Office of the Vice President of Student Services will evaluate the student’s excuse and notify the student and professor regarding eligibility for a make-up examination.

2. If the student’s absence from the scheduled final examination is judged to be legitimate, the Office of the Vice President of Student Services will notify the professor and the student. The Vice President’s office, the professor and the student will work together to determine a mutually agreed-upon time for a make-up examination.

3. If the student’s absence from the scheduled final examination is judged to be not legitimate, the Office of the Vice President will notify the professor and student. The professor will enter a grade of “F” for the final examination in the student’s record.

A student who feels that he or she has been dealt with unfairly may appeal directly to the Vice President of Student Services, who will make a decision that will be considered final.

Course Audit

Any student (full-time or part-time, matriculated or non-matriculated) may audit a course with permission of the instructor or the appropriate department chairperson. No credit will be granted for an audited course. Students may obtain a Request to Audit form from the Registration and Records Office. Audit forms must be completed during the add period (typically the first week of the semester for a full-term course). Tuition and fees for auditing a course are the same as if the course were taken for credit. To audit a course, the appropriate audit form must be completed by the end of the Drop/Add period. Courses for which students register for credit may not be assigned a grade of audit.
**Course Audit for Senior Citizens**

Area residents who are 60 years of age or over are permitted by Education Law to audit courses without tuition, examination, grading or credit on a space-available basis, providing such auditing does not deny course attendance to a student registering for credit. Students must meet all applicable course prerequisites.

Anyone interested in this opportunity should contact the Counseling and Advising Center at the Brighton Campus or the Student Services Center at the Damon City Campus for information regarding course selection and registration procedures.

**“Fresh Start” Program**

Students who previously attended MCC but have not been in attendance for three or more years and return to the SAME program may choose to take advantage of “Fresh Start.”

The “Fresh Start” program allows for the removal of all D+, D, D- and F grades from the calculation of the grade point average (GPA). Courses and grades will remain on the transcript in the semester taken but an exclusion notation will appear on the transcript and be excluded from the GPA.

- These excluded courses will not be counted toward your graduation requirements.
- These excluded courses cannot be re-included at a later date to complete academic requirements.

To qualify for the “Fresh Start” program, you must:

- Earn a 2.0 GPA in the semester you return to MCC.
- Complete the “Fresh Start” Application that is mailed to you and return it to the Registration & Records Office by the end of the semester you return to MCC.
RIGHTS & FREEDOMS OF STUDENTS

In June 1967, a joint committee composed of representatives from the American Association of University Professors, U.S. National Student Association, Association of American Colleges, and National Association of Women Deans and Counselors drafted The Joint Statement on Rights and Freedom of Students, excerpts of which are published below. Since its formation, this document has been endorsed by each of its five national sponsors, as well as by a number of other professional bodies.

Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from campus to campus, but the minimal standards of academic freedoms of students outlined below are essential to any community of scholars.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility.

In the Classroom

The professor in the classroom and in conference should encourage free discussion, inquiry and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. Protection of Freedom of Expression. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

B. Protection Against Improper Academic Evaluation. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

C. Protection Against Improper Disclosures. Information about student views, beliefs, and political associations that professors acquire in the course of their work as instructors, advisors and counselors should be considered confidential. Protection against improper disclosures is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

Definition and Jurisdiction

The term academic grievance as used in these procedures shall mean a complaint by a student of Monroe Community College against a teacher of the College. An academic grievance may be filed on the grounds that:

1. The rights and freedoms of the student in the classroom as described in the Joint Statement have been violated, or
2. Any of the academic regulations of the College have been violated, misinterpreted, or inequitably applied.

In keeping with the intent and spirit of these statements, it is incumbent upon all parties involved to show respect, restraint, and responsibility in their efforts to resolve perceived grievances. It is incumbent upon faculty members to arrange meetings and conferences with the student in good faith, and to communicate decisions to the student promptly.

Grievance Procedures

When the student believes there are grounds for an academic grievance, these procedures shall be followed by all parties. The failure of any College personnel at any level to communicate a decision to the aggrieved student within proper time limits shall permit the student to proceed to the next step of the process. The failure of the student to appeal the grievance to the next step within the proper time limits shall constitute a withdrawal of the grievance and shall bar further action.

Students cannot grieve a grade in a course from which they have completed a student initiated withdrawal. Once the student initiated withdrawal has been completed it cannot be revoked. For due cause, the Vice President for Academic Services (hereafter referred to as the Vice President) may extend the withdrawal deadline for a student initiating an academic grievance.
I. Initial Informal Procedures.
The student shall initiate the informal procedure within ten working* days after the student has received information about a condition on which the grievance is based. For due cause, the Vice President may extend this time requirement. It is the student’s responsibility to assure that his/her contact information is updated on the college system. The student shall meet with the faculty member to discuss and to attempt to resolve the perceived grievance. If the student is unable to meet with the faculty member, the perceived grievance may be discussed in a meeting with the faculty member’s department chairperson. The student should be prepared to verify that they attempted to contact the faculty member via a dated email or contact with the department office.

If within five working days* after the conference with the faculty member and/or his/her department chairperson, the problem has not been resolved to the satisfaction of the student, the student may institute the formal academic grievance procedure.

II. Formal Procedures

Step A.

Within 20 working days* after the student has received information on which the grievance is based, the student shall meet with the College Academic Grievance Advisor** to discuss the problem. The student can only institute the formal academic grievance procedure after the conference with the faculty member and/or his/her department chairperson. For due cause the Vice President may extend this time requirement. The Academic Grievance Advisor shall counsel the student regarding the grounds for the grievance and inform the student of the formal academic grievance procedures. Should the student desire to pursue the grievance, the Advisor shall assist the student in completing the necessary forms. All forms must be completed and turned in within five working days.*

* “Working day” is defined as any day (Monday-Friday) that the College is officially open.

** For the names and office locations of the Academic Grievance Advisors, the student should contact the Office of the Vice President for Academic Services (1-309), or Office of the Vice President for Student Services (1-300). These advisors shall be appointed by the Vice President for Academic Services on an annual basis.

Step B.
The Academic Grievance Advisor shall promptly distribute copies of the completed grievance to:
1. aggrieved student
2. faculty member being grieved
3. faculty member’s department chairperson
4. faculty member’s division dean
5. Vice President

The academic status of the student, pending the outcome of the grievance, shall be determined by the Vice President or his/her designee. Within ten working days, the division dean shall:
1. arrange one meeting in which the dean (acting as a mediator), chairperson, student and faculty member will discuss and attempt to resolve the grievance.
2. prepare a written report that describes the steps taken and the rationale for the dean’s decisions rendered regarding the student’s grievance, and
3. distribute copies of this written report to the:
   a. aggrieved student
   b. student’s academic grievance advisor
c. faculty member
d. faculty member’s chairperson
e. Vice President

If the grievance is not resolved to the satisfaction of the student within five days after the dean’s decision has been communicated in writing, the student may make a written appeal of the grievance to the Vice President.* If the student makes a written appeal, the status of the student shall not be altered except for reasons related to the student’s physical or emotional safety and well-being, or for reasons related to the safety and well-being of students, faculty or College property. Such appeals must be made within five days after the dean’s decision has been communicated in writing or within fifteen working days after the submission of the written grievance in Step B. For due cause, the Vice President may extend these time requirements.

At this time, the student may select an advocate and proceed to Step C., where a full hearing will be conducted.**

* A form for the student to submit is available from the Academic Grievance Advisor.
** The student’s Academic Grievance Advisor will explain to the student how to select an advocate.
Step C.
The College Academic Grievance Hearing Committee (hereafter referred to as the Committee) shall be appointed by the Vice President taking into consideration a list of recommended candidates from the Faculty Senate and the Student Government on the Brighton Campus and the Student Events and Governance Association on the Damon Campus. Within ten working days of the receipt of the written indication that the student is progressing to Step C, the Vice President shall appoint the members of the Committee:

1. one full-time faculty member with experience in the Grievance Hearing process to serve as the committee chairperson
2. one full-time teaching faculty member from the academic division of the faculty member named in the grievance; if one is not available, a full-time teaching faculty member from a related discipline may be used.
3. one full-time teaching faculty member from a different academic division
4. one full-time faculty member from the Student Services division
5. two student members
The Vice President (or his/her designee) shall arrange for the selection of a meeting date. For due cause, the Vice President may extend this time requirement. The student and the named faculty member (the principals) have the right to review the membership of the Committee before the hearing begins and to request the replacement of any one member of the Committee. Any additional request for the replacement of any other member of the Committee requires that either principal submit the reason in writing to the Vice President. Both principals have the right to the presence of one advocate from within the College community during the formal hearings. These advocates shall not include professional lawyers or persons trained in the law. The College community is defined as the employees and students at the institution currently or within the last twelve months. The Advocate will act as a support person to the student or faculty member from the inception of Step C and, during the Hearing, will be present to offer clarification as the need arises. The Advocate is not present to argue the student or faculty member’s case, but to encourage and aid the student and faculty member in their presentation before the Hearing Committee. The Hearing Chairperson has the final decision regarding the role of the Advocate. The Committee has the responsibility of rendering a decision about the grievance. To this end, written and oral statements may be initiated and/or solicited from the principals in the grievance, and/or from other observers who can provide pertinent information about the matter. A transcript of all testimony at the hearing in the form of a tape recording is required and will be available to the student and faculty member upon written request to the Vice President, Academic Services. The final recommendations of the Committee are to be presented in writing to the Vice President within two working days after the completion of the deliberations of the Committee. The Committee shall have ten working days from the date on which its members have been approved to complete its business.

Step D.
The Vice President shall review the recommendations of the Committee. If the Vice President finds the recommendation and the proceedings complete, reasonable, and just, the results shall be binding upon both principals. If there is some cause to question the recommendation or proceedings of the Committee, the Vice President shall send his/her statements of concern in writing back to the Committee for deliberation and resolution. The Committee shall promptly submit its response in writing to the Vice President who shall make the final decision. The final decision and supportive rationale shall be communicated in writing within five working days (which may be extended for due cause) by the Vice President to the principals, the appropriate Academic Dean and to the Chairperson of the Committee. This written decision constitutes the final step in the resolution of the grievance within the institution.

Step E.
After receiving the final decision, either principal shall have the right to file a statement with the Vice President for purpose of record only.
Academic Honesty

In the academic process, it is generally assumed that intellectual honesty and integrity are basic responsibilities of the student. However, faculty members should accept their correlative responsibility to regulate academic work and to conduct examination procedures in such manner as not to invite violations of academic honesty. Such violations consist mainly of cheating and plagiarism.

1.8.1 Definition

**Cheating** is defined as the unauthorized use or exchange of information by students or others for the purpose of achieving unfair advantage in the classroom or examining process.

**Plagiarism** is defined as offering the work of someone else as one’s own. The language or ideas thus taken from another person or source (i.e. Internet) may range from isolated formulas, sentences, or paragraphs, speeches, or the writings of other students. Any student who fails to give credit for ideas or materials consciously taken from another, verbatim or in paraphrase, is guilty of plagiarism. Any form of plagiarism is essentially an act of cheating.

The academic honesty policy pertains to all instructional delivery methods offered at the college, including but not limited to classroom, television, Internet, RAITN, and self-study.

Some examples of academic dishonesty include but are not limited to the following:

a) Taking an exam for another student.

b) Having another student take an exam for you.

c) Paying someone to write a paper to submit as your own work.

d) Arranging with other students to give or receive answers by use of signals.

e) Arranging to sit next to someone who will let you copy from his or her exam.

f) Copying from someone’s exam without his or her knowledge.

g) Writing a paper for another student.

h) Allowing another student to copy from you during an exam.

i) Obtaining answers, information, or material from a source (i.e. Internet) without appropriate citation.

j) Getting questions or answers from someone who has already taken the same exam.

k) Working on homework with other students when the instructor does not allow it.

l) “Padding” a few items on a bibliography.

m) Unauthorized use of information stored in the memory of an electronic device (i.e., programmable calculator, cell phone) on a test or assignment. No information stored in any electronic devices can be used without explicit permission.

n) Altering or forging an official university document.

1.8.2 Disciplinary Action

Cheating or plagiarism may be an individual transgression of one student unabated by anyone else, or it may involve the complicity of others. All students who are involved in a group action which makes cheating or plagiarism possible may be considered equally guilty of the transgression and may be subject to the same penalties as though they themselves had cheated or plagiarized.

A faculty member who has evidence that a student is guilty of cheating or plagiarism shall initiate the appropriate disciplinary action. However, no penalty shall be imposed until after the student has been informed of the charge of academic dishonesty and of the evidence upon which it is based, and been given opportunity to present whatever statement or evidence the student desired in his/her defense.

Thereafter if the student is found guilty, the faculty member shall assess a penalty within the course, consistent with the magnitude of the transgression. Such penalty may consist of a warning, reduction in grade for the course, or a grade of “F” for the course.

If a student who commits an act of academic dishonesty withdraws from the course and would have earned a grade of “F” due to the academic dishonesty, the instructor has the right to change the grade from “W” to “F.” Such grade changes will be made by submitting an Academic Record Change Form to Registration and Records indicating the reason for the grade change as academic dishonesty. The student will be notified in writing by Registration and Records that the “W” grade has been changed to a grade of “F” due to academic dishonesty.

Every case of academic dishonesty which affects a student’s grade shall be promptly reported in writing to the appropriate department chairperson and the Vice President, Student Services. The Vice President, Student Services may initiate further disciplinary action in any case of repeated infractions, or in cases of complicity on a large scale. Such further disciplinary action shall be the discretion of the Vice President, Student Services and may result in probation, suspension or expulsion from the College. A record of the offense and the disciplinary action taken shall remain in the student’s file.

1.8.3 Procedure for Appeal

Once a charge of academic dishonesty has been made, every means will be taken to guarantee “due process” to both the defendant and those bringing the charge. Should the student dispute the facts constituting evidence of his/her alleged infraction(s), or object to the severity of the penalty, he may submit an appeal in writing to the
Vice President, Student Services, requesting a hearing before an Appeal Board. Such hearing shall be convened by the Vice President within the following ten (10) school days after receipt of appeal. Extension of this date may be permitted by mutual agreement of all concerned. However, no hearing shall be held later than thirty days after the close of the semester in which the case arose.

An Appeal Board shall be established, consisting of the following members: a member of the Academic Policies Committee, appointed by the committee chairperson; the chairperson of an academic department other than that of the discipline involved; one full-time teaching faculty member at large; one full-time faculty member from the Student Services Division (the latter three members shall be appointed to the board by the Vice President, Student Services and approved by the defendant); two members of the student government, appointed by the President of the Student Association at the Brighton Campus or appointed by the President of the Student Parliament at the Damon City Campus.

No individual previously concerned with the case in any way may serve on the Appeal Board. In the event of a conflict of interest, the Vice President, Student Services shall be authorized to make proper substitution.

The Appeal Board shall review the facts of the case, hear testimony, consider the disciplinary action taken, and render a decision to either uphold, reject, or modify such action. In the hearing, both student and faculty member have the right to representation by advisers of their choice from within the College community, and the right to call additional witnesses. The advisers will act as support persons to the student and the faculty member and will be present to offer clarification as the need arises. The advisers are not present to argue the case for the faculty member or the student but to encourage and aid in the presentation before the Appeal Board. The burden of proof of the charges rests with the faculty member. A transcript of all testimony at the hearing in the form of a tape recording is required and will be available to the student and the faculty member upon written request to the Vice President, Student Services. A tape recording of the deliberations of the Appeal Board is required and will be available only to the Vice President, Student Services. The Appeal Board shall complete its investigation as quickly as possible, and communicate its decision to the Vice President, Student Services within 24 hours after completing its investigation. The decision of the Appeal Board shall be considered final and its action binding upon all parties to the case.

## Conduct Regulations

### Preamble

In any organized group of people, it is essential to define the rights and responsibilities of the individuals in that group. Students, faculty, administration, staff and visitors form a society or a group at Monroe Community College. In defining the rights and responsibilities of individuals, Monroe Community College adheres to the 1967 Joint Statement on Rights and Freedoms of Students, the 1940 AAUP Statement on Principles of Academic Freedom and subsequently approved Interpretive Comments (1970). Nothing contained herein shall be construed to be in conflict with the aforementioned documents. These rules are not intended to repeal, supersede or preclude any other rules related to the same subject matter except to the extent that they are inconsistent therewith.

### I. Jurisdiction

**A.** The rules hereby adopted shall govern the conduct of students, faculty, and other staff, licensees, organizations, invitees and all other persons whether or not their presence is authorized upon the campus of the College; and also upon or with respect to any other premises or property under the control of the College used in its teaching, research, administrative, service, cultural, recreation, athletic and other programs and activities.

**B.** Except for College-sponsored off-campus programs, it is the intent of the College to leave disciplinary action with respect to off-campus offenses of students to civil authorities. It must be noted, however, that there are certain off-campus offenses that by their very nature pose a serious threat to the College community. In such cases, the College reserves the right to take appropriate action.

## II. Conduct

**A. Prohibited Actions.** The following actions or conduct are prohibited.

1. The obstruction or disruption of any College function or activity, including the classroom instructional environment, administration of the parking program and service functions and activities.

2. The obstruction of the free flow of pedestrian or vehicular traffic, or the free access to, or exit from, any part of the College premises whatever.

3. The unauthorized use or occupation of, or entry to, College grounds, buildings or premises.

4. The theft of, or damage to, property belonging to the College, College personnel or students.

5. The detention, physical abuse or intimidation of any person, or threat thereof; or any conduct that threatens or endangers the health, safety, or welfare of any person on College-owned or operated property or at College-sponsored activities.

6. The use of obscene or abusive language or any other means of expression, language, or action that may reasonably be expected to provoke or encourage physical violence by other persons.

7. The illegal possession, use, sale or transfer of any controlled substance.
III. Disciplinary Sanctions

All College personnel are inherently responsible for the maintenance of acceptable conduct of persons on the College premises. Such a responsibility can be manifested as informally as a verbally expressed concern to a transgressing individual or a more formal expression of concern to a department head, divisional dean, or Vice President. Formal groups and representatives of formal groups, such as Student Association representatives, Public Safety personnel, members of the faculty, staff, and administration, assist with the governance of the institution.

In an instance of a violation, the President or appropriate Vice President has the authority to make a determination and impose the sanction.

The individual has the right to appeal the sanction in the determination made in the first instance.

Application of College disciplinary procedures regarding any of the preceding 15 sub-sections will not preclude criminal or civil prosecution by any party having a legal right to prosecute.

A. Authority of the President. The President, under authority delegated by the Board of Trustees, is empowered to request police assistance from local, state, and federal agencies. The President may also make the decision to initiate injunction proceedings when deemed necessary.

B. Procedure for the Ejection of Persons. Any person or persons who refuse the request or command of an authorized representative of the College to cease or desist in any prohibited conduct may thereafter be ejected from the premises.

C. Restitution. In all disciplinary violations involving theft and/or damage to College property, restitution may be required. The form of this restitution is to be determined by the appropriate Vice President.

D. Student Disciplinary Sanctions. Any student of Monroe Community College who engages in any act or conduct herein proscribed, may be subject to one of the following penalties. The degree of violation and matters of extenuation shall be taken into account, along with all relevant circumstances, in determining the appropriate sanction. A sanction need not in every case be imposed, and no sanction shall be imposed more serious than is clearly appropriate in the circumstances. The sanctions that may be imposed by the Vice President, Student Services, are as follows:

Reprimand: An oral statement to the student that he/she has violated College rules. This admonition should include the nature of the violation and the consequences of further transgression.

Censure: A written statement that repetition of wrongful conduct would be followed by more severe disciplinary action. Such written statement shall become a part of the College’s disciplinary file.

Disciplinary Probation: An official action informing the individual that the violation of any College regulation during the probationary period may result in suspension or expulsion. During this specified period, the individual may be excluded from acting as a representative of, or participant in, any College co-curricular activity or program, and may be restricted or denied the use of or participation in certain College facilities and/or activities. Such written statement shall become a part of the College’s disciplinary file and the student’s educational record.

Suspension. Discontinuance from classes and other privileges or activities set forth in the notice of suspension for a definite period of time. Such written statements shall become a part of the College’s disciplinary file and the student’s educational record.

Summarily Suspended. Discontinuance from classes and other privileges set forth in the notice of suspension for a definite period of time. An individual summarily suspended has the right to an immediate hearing with the Vice President, Student Services. In addition, a summarily suspended student has the right to a second hearing as prescribed in Section IV, Appeal from Disciplinary Sanctions. Such written statements shall become a part of the College’s disciplinary file and the student’s educational record.
Regulations and Policies

1. Any student found guilty of a violation of the Conduct Regulations by the Office of the Vice President, Student Services, may appeal the decision to the President of the College. Such appeal must be made in writing to the President within 72 hours of the written notification of the Vice President. For just cause, the Vice President, Student Services, may waive the 72-hour requirement.

2. Such letter of appeal must contain reasons for the appeal. Normally, appeals may be made on three bases:
   a. New evidence.
   b. Violation of due process.
   c. Improper penalty.

3. The President, upon receipt of a letter of appeal, shall forward the same to the Chairperson of the Appeals Hearing Committee. The Chairperson will select the hearing board as previously described.

D. Hearing.

1. The hearing shall be convened within ten class days or ten weekdays the College is open after the receipt of the written appeal. Extension of this date may be permitted by mutual agreement of the Vice President, Student Services, and the accused. However, no hearing shall be held later than thirty days after the close of the semester in which the incident occurred.

2. The Hearing Committee shall review the facts of the case, hear testimony, consider disciplinary action, and render a majority decision to uphold, reject, or modify such action of the Vice President, Student Services. In the hearing, both the accused and the accuser shall have the right of representation from within the College community, advisors of their choice. The advisors will provide support to the accused and the accuser and will be present to offer clarification as the need arises. The advisors are not present to argue the case for the accused or accuser but to encourage and aid in the presentation before the Appeals Hearing Committee. They also have the right to call additional witnesses. The burden of proof of the charges rests with the accuser.

3. A transcript of all testimony at the hearing in the form of a tape recording is required, and will be available upon request to the accused and accuser upon written request to the President. A tape recording of the deliberations of the committee is required and will be available only to the President.

4. The Hearing Committee shall communicate its conclusions and recommendation in writing to the President of the College within 24 hours after completing the hearing. The committee's recommendation shall be one of the following:
   a. Reject the appeal.
   b. Recommend a modified penalty.
   c. Recommend the accused be exonerated of the charges. The committee shall include in its written recommendation to the President the reasons for its decision and the justification for its recommendation.

5. Both the accused and the accuser shall have the right to file, within 24 hours of the conclusion of the hearing, a post-hearing statement with the President.

6. The President shall review as promptly as possible the recommendation of the Hearing Committee and post-hearing statement, if submitted, as well as the original decision of the Office of the Vice President, Student Services, and shall render a final decision that shall be binding on all parties. In no case shall the decision of the President be more severe than the original sanction imposed.

E. Finality of Judicial Process. The President's decision represents the final process within the institution of all judicial matters.

(Adopted by Monroe Community College Board of Trustees July 16, 1969.) (Revised by Monroe Community College Board of Trustees November 25, 1980, and October 17, 1991.)
Code of Conduct for Users of College Computer Systems

MCC computer facilities and systems are intended for appropriate college related work. Please note that MCC computer systems are public access and users should have no expectations of privacy.

Individuals using MCC’s computing facilities are NOT permitted to:

- Copy, download, change, distribute or modify any computer programs in part or whole from a website, textbook or other individual without the written consent or permission of the owner. This may be considered plagiarism and/or a violation of copyright and patent laws.
- Use MCC facilities and systems for the purpose of advertising or running an organization or business.
- Send, view and/or print lewd or pornographic materials unless directly authorized in writing by College personnel.
- Reveal their password to anyone including faculty and staff, or let another person use their account. Users are responsible for what is done with their account.
- Access, change, copy, delete, distribute and/or read files without the permission of the owner.
- Engage in malicious activity designed to harm computers and networks. Such activity includes but is not limited to: hacking systems; disabling or crashing systems; network sniffing; sending viruses, malware or mass e-mail; creating unnecessary or multiple jobs and processes.
- Bypass accounting or security mechanisms, attempt to circumvent data-protection or system consistency schemes, or attempt to uncover security loopholes.
- Harass others by sending annoying, obscene, libelous, or threatening messages.
- Aid or abet another person in violating any part of this Code of Conduct.
- Violate any other state, local or federal laws or regulations.

This Code of Conduct is intended to require compliance with all local, state, and federal laws. Misuse of computer facilities is considered a violation of College policy. Individuals who violate any part of the Code of Conduct will be subject to college disciplinary action, criminal prosecution or civil action as determined by college authorities. Use of MCC computer systems is a privilege that may be revoked during investigation of violation, or a finding of violation, of this Code of Conduct.

Questions about this Code of Conduct for Monroe Community College should be directed to the Vice President of Educational Technology Services.

Student E-mail Account an Official Mode of Communication

Monroe Community College considers MCC’s student e-mail system (Microsoft Windows Live) as an official means of communications. MCC will use the system to conduct and notify students of college-related business, and to share general information of importance to students. To ensure the effectiveness of the system the following conditions are set forth:

- The College will consider students to be informed and in receipt of correspondence sent to their MCC e-mail account.
- MCC will direct official communications to students’ MCC e-mail accounts. Students are responsible for reading their college email on a regular basis and for recognizing that certain communications are time sensitive.
- Students who choose to have the MCC email forwarded to an off-campus account, do so at their own risk. The College is not responsible for any difficulties that may occur in the proper or timely transmission of, or access to, MCC email forwarded to an off-campus email account. Any such problems will not absolve a student of their responsibilities to know and comply with the content of official email communications sent to the student’s MCC e-mail account.
- Access to and use of the student MCC email system is considered a critical service at the College. The MCC Code of Conduct for Users of College Computer Systems applies to the student email system. The College reserves the right to immediately withdraw access and use of student email when there is reason to believe that violations of the Code of Conduct have occurred. In such cases, the alleged violation will be referred to the Vice President of Student Services for further investigation and adjudication under the College’s Conduct Regulations procedures.
- Students with a disability who are unable to access their email account may request support from the Office for Students with Disabilities.
- Communication via the MCC student e-mail system is subject to the same public information, privacy and records retention laws as other forms of communication. Redirecting MCC e-mail by students to outside accounts and the sharing of messages with third parties may negate the privacy protection rights afforded to the College.

Frequently Asked Questions

What does this policy mean to you?
The college administrative offices, staff, and faculty will be using the student MCC email system as an official means of communication with you. This will allow campus offices to share important information more quickly and directly. As such, it will be to your benefit, as well as your responsibility, to check your MCC email account regularly.

Are there advantages to using my MCC email account rather than an outside account?
Absolutely. First, your MCC e-mail account is free. Second, your MCC e-mail account offers you more storage space than most commercial accounts. And finally, your MCC
Can I forward my MCC e-mail account to my preferred email account?
Yes. You may forward your assigned MCC e-mail account to any email address that you prefer (e.g. Yahoo, AOL, Hotmail, etc.). It is easy to do – just follow the directions provided on page 253. However, be sure that you forward your MCC email account to an email address that you regularly check, and be sure that you enter the correct forwarding email address: the College will not contact you if mail cannot be delivered to your preferred address. Also note: if you forward your MCC e-mail account, you are responsible for managing the disk quota on your preferred email account so that there is room for new mail to arrive.

Can I forward my MCC e-mail to a preferred account at any time?
Yes. You can choose to forward your MCC e-mail account now or at any time in the future. However, MCC is not responsible for e-mail that has been forwarded to any other address.

What happens if I don’t read my MCC email or my preferred e-mail?
You risk the consequences of missing important deadlines and information about registration, financial aid, etc. College offices will hold you responsible for all e-mail communications/notifications sent to you.

Is email the only form of communication there will be between College offices and students?
No, select information will continue to be sent via regular mail. However, college offices will be using e-mail frequently as a means of communication, so it is to your benefit to check your email.

What are examples of official College communications?
Official college communications are defined as any administrative correspondence that either requires a response from the student or are required notifications by the College to the student. Numerous documents you may have receive are considered official college communications. Here are a few examples that may be delivered student e-mail:

- Office of Student Accounts
- Financial Aid Disbursement Notices
- Title IV Authorization and Refund Notices
- Student Billing Statements
- Financial Aid Office
- Reminders to Accept Aid
- Financial Aid Award Letters
- Financial Aid Outstanding Requirement Notices
- Registration and Records
- Student schedules
- Classroom location changes
- Information on course prerequisites
- Class Cancellations

Will I get spammed with numerous emails from the College because of MCC student e-mail?
No, MCC student e-mail is for official communications from administrative offices that require a student to take action or to notify a student of important information. MCC student email is not a public list for promoting events or services. E-mail will not be used to announce parties, receptions, dances, sales, club events, and other information that is of an unofficial nature.

What are a student’s responsibilities when they receive MCC student e-mail?
Students are responsible for:

1. Checking your college email on a regular basis for any new official communications. As most correspondence identified to be sent may vary in purpose, either initiated by the student (like Title IV authorizations and refund notices) or is on a pre-determined schedule (like Enrollment notices and bills), the frequency for checking your campus e-mail account for official communications may differ from student to student.

Please note that you will need to monitor your college e-mail account to ensure it does not go over quota. The College is not responsible for official communications that cannot be delivered to you because your account is over quota.

2. If you use a non-MCC e-mail software program instead of the MCC system, then you must ensure that your MCC student e-mail is considered a trusted address so it will not be filtered out as spam by your e-mail software. Depending on what software you are using the College’s Help Desk may be able to assist you. Please keep in mind that the College is not responsible for official communications that cannot be delivered because the MCC e-mail was blocked by commercial or personal spam filters.

3. If a communication indicates that you need to take action, you should do so within any deadlines indicated.

4. If you have a question about any specific communication, contact the appropriate sending office for assistance.

If I do not own a computer, how can I receive e-mail?
Every student enrolled at MCC receives a college e-mail account. This account is accessible anywhere you have internet access, including public libraries and many other public places. You may also access your college e-mail account from any computer lab at a MCC campus, facility or library.

Is MCC email the same as ANGEL course mail?
MCC e-mail is not the same as ANGEL course mail. ANGEL is the College’s Course Learning Management System used by faculty and students to perform coursework activities (post course materials, take quizzes, participate in discussion forums, etc.) related to a specific class. Your instructor may use ANGEL course mail to communicate within a class but all official college communications will be sent via MCC e-mail.
How can I direct incoming messages to another e-mail account?

Instructions for Students to Automatically Redirect Incoming Messages to Another Email Account

1. Log into your student e-mail account.
2. Click “Options” (located at the top right-hand corner)
3. Select “Organize E-mail,” click on the “Inbox Rules” tab.
4. Then click on “New.”
5. Under “do the following” click on the down arrow and select “Redirect the message to . . .”
6. At the bottom of the page under message recipients click the “TO” button and type the new e-mail address.
7. To confirm click “SAVE.”

Questions?

Students with questions can go to the Electronic Learning Center (ELC) (Room 11-106 on the Brighton campus and Room 4070 at DCC) and ask for assistance at the front desk. Students can also e-mail their questions to studenthelp@student.monroecce.edu.

Alcoholic Beverages

Because Monroe Community College’s students include those under 21, Monroe Community College’s policy is to maintain alcohol-free events when students are involved and to only permit alcohol use on a limited basis at campus events at which students are not involved.

Merchandising and Solicitation on Campus

Individuals, student organizations, not-for-profit organizations and private enterprises are not permitted to sell, solicit, promote or peddle on campus without prior approval. Requests should be submitted to the Campus Center Director.

Posting of Information

The College reserves the right to establish and enforce reasonable guidelines relative to the time, place and method of dissemination of information on campus.

Posting Information (On Campus Groups/Individuals)

1. All publicity must include the name of the sponsoring group.
2. All signs, flyers, posters, etc. not produced through the Student Association Office (i.e. handwritten signs and flyers, off-campus events posters, etc.) must be approved by the Campus Center Director prior to posting. All posting will be done by the Operations Office in the Campus Center.
3. All publicity will be posted on our bulletin boards and glass cases.
4. A maximum of 75 flyers will be posted across all campuses for each event, class, etc. due to capacity constraints.

Posting Information (Off Campus Groups/Individuals)

1. All requests must be approved by the Campus Center Director or his/her designee.
2. A maximum of four posters/flyers will be permitted for posting on campus. Posting will be handled by the Campus Center Office.
3. Posters or flyers will be posted in four locations within the Campus Center/Brick Lounge area and on the bulletin boards in Buildings 5 and 8.
4. Materials that are not approved will be removed.
5. The College reserves the right to approve or disapprove the posting of any materials.

Distribution of Information

Chartered student clubs/organizations, other College groups and individuals or off-campus entities that want to distribute literature to members of the College community must submit a written request to the Campus Center Director for approval. In all cases, copies of the literature to be distributed must accompany the request.

College Closing/Cancellation of Classes

When classes or activities are cancelled, faculty and students should not come to the campus. All other staff and administrators should report as usual. When the college is closed, no one is to report to the campus except for designated essential personnel, e.g. Public Safety. When the college is closed, the college’s official re-opening will be at 6 a.m. of the following day, unless notified otherwise.

In either case, Rochester area radio and television stations will be notified no later than 5:30 a.m.

In the case of a mid-day decision to close or cancel classes, the same protocols apply. The notice to radio and television stations will be made by 3:00 p.m.

A daily listing of class cancellations is available at www.monroecce.edu/go/classcancellations. Students also may click on the A-Z Index to access Class Cancellations are call 585-292-2066.

Please utilize local television and radio stations, or the MCC website to avoid overloading the phone lines of the college or the local media.

For weather-related events, college officials continuously assess current and forecasted weather conditions. Minimally, county fire, National Weather Bureau, Brighton Police Department and New York State Police radio frequencies are monitored, as well as the Rochester Genesee Regional Transportation
SAFETY ON CAMPUS

The Jeanne Clery Security Policy and Crime Statistics Act

Monroe Community College is committed to assisting all members of our community in providing for their safety and security. In accordance with the Jeanne Clery Security Policy and Crime Statistics Act, the Public Safety Department is providing the annual Security Reports for both the Damon City Campus and Brighton Campus. You may access these reports via the Web at: www.monroecc.edu/depts/pstd/index.htm

The Website and brochure contain information on campus security and personal safety including topics such as: crime prevention, public safety law enforcement authority, crime reporting policies, investigation of violent felony offenses, missing students and other matters related to security on campus. The crime statistics include: reported crimes that occurred on campus, off campus buildings or property owned or controlled by MCC and on public property within or immediately adjacent to and accessible from the campus for the three previous calendar years.

Our crime statistics have also been published at the U.S. Department of Education, Office of Postsecondary Education security Website at http://ope.ed.gov/security/

There, you may view crime statistics from all campuses. The Advisory Committee on Campus Safety (Personal Health and Safety Committee) will provide upon request all campus crime statistics as reported to the U.S. Department of Education.

Printed copies of our report are available in the following locations:

**Brighton Campus** – Public Safety Office (7-341) and Human Resources Office (6-301).

**Damon City Campus** – Student Services Office and Human Resources Office, 5th floor.

You may also request a copy be mailed to you by calling 585.292.2075. This information is required by law and is provided by the MCC Public Safety Department.

Campus Security Advisory Committee

In accordance with Section 6431 of the Education Law, Monroe Community College’s committee is referred to as the Personal Health and Safety Committee. The Committee is charged with reviewing current campus security policies and procedures and making recommendations for their improvement. The committee submits a report annually that is available on request.

Fire Alarms

Notification of a fire emergency within the buildings (and at the Damon City Campus) is accomplished by both audible and visual warning signals. A series of pulsed horn blasts and strobe light signals notifies occupants of an emergency. Upon activation of the alarm system:

1. Leave the buildings by the nearest safe ground level exit. (Do not use the elevators and/or the escalators)
2. Stand at a safe distance from the buildings out in the courtyards and off the plaza level.
3. Do not re-enter the buildings until directed to do so via external public address system.
4. Handicapped or persons with disabilities are to move to the nearest emergency assembly area. MCC Emergency Personnel will assist individuals at these locations.

Fire drills are held in accordance with Section 807 of Education Law.

For more information, go to www.monroecc.edu/depts/pstd/HAZARD.htm

Campus Safety Alerts

To help prevent crimes or serious incidents, the Department of Public Safety, in conjunction with other departments on campus, issues Campus Safety Alerts in a timely manner to notify community members about certain crimes in and around our

College Roads

Traffic on College roads must proceed in accordance with all provisions of the New York State Vehicle and Traffic Law. Passing on perimeter roads is not permitted. The speed limit on the perimeter road is 30 miles per hour and 20 miles per hour on the service roads. In the parking lots, the speed limit is 10 miles per hour. Stop signs, yield signs and directional arrows have been placed where accident experience or common sense dictate. Adherence to these traffic control and/or directional devices helps to ensure your safety. The College’s patrol vehicles are equipped with radar units to monitor speed on campus. Violations of the NYS Vehicle and Traffic law are enforced by Public Safety Officers and fines are assessed.

Weather conditions in MCC’s large service area can vary widely. Employees and students are encouraged to make a personal decision on whether to travel the roadways during inclement weather. Students who miss class as a result of inclement weather are encouraged to communicate with their professors regarding missed class work.
community. Members of the community who know of a crime or other serious incident should report that incident as soon as possible to the Department of Public Safety so that a Campus Safety Alert can be issued, if warranted.

If community members report crimes or serious incidents to other college administrators, those administrators will notify the Department of Public Safety. Representatives of these offices will promptly notify and collaborate with Public Safety to issue a Campus Safety Alert. Campus Safety Alerts are distributed in a variety of ways: campus e-mail, the MCC Daily Tribune, Student Tribune, the Monroe Doctrine, flyers, and posters. All Campus Safety Alerts are also posted on the Public Safety website at www.monroecc.edu/depts/pstd/index.htm

Emergency Mass Notifications

MCC uses a variety of methods to alert students, faculty, staff and visitors of emergency situations on campus. Voice over Internet Protocol (VoIP) telephones and speakers throughout the MCC Brighton and Damon City campuses provide audible and text messages of emergency situations that require a specific action from the college community (evacuation, shelter-in-place, lockdown, etc.). The MCC website, E-mail system and voice mail system are also used for providing emergency notifications. In addition, the campus radio station, cable TV Channel 4 and other forms of communication are used to keep the college community informed of safety-related information in a timely and efficient manner.

Another method is the new SUNY NY-ALERT system (R U in the Q?) to send emergency and safety information and protective action messages to students and employees. The SUNY NY-ALERT system will be used by authorized campus personnel to send emergency messages, including emergency protective actions, warnings and post-incident information related to life safety issues to the college community. Alert notifications are only permitted for events in the categories identified below or other “life threatening” situations. “All Clear” and/or additional follow-up messages pertaining to the end of an event or additional instructions regarding the event are also acceptable:

- Bomb Threat - based on intelligence that indicates the threat is credible.
- Civil Disturbance - large group disrupting normal campus activities.
- Fire - large-scale fire to building(s), wildfires, local community or industry that endangers campus.
- Hazardous Material - dangerous material, chemical, biological, nuclear spreading from a contained area.
- Major Road Closing/Incident - unanticipated event that would disrupt safe passage to and from campus.
- Medical Emergency - pandemic or event with mass casualties.
- Personal Safety - situations that include use of weapons, violence, perpetrator(s) at large, active shooter, hostage situation or missing persons. Any situation, on or off campus, that constitutes an on-going or continuing threat to person or property.
- Suspicious Package - reasonable belief that a package may contain chemical, biological or nuclear substance that would cause harm to persons or property.
- Utility Failure - a major disruption or damage to utilities including gas, electrical or water.
- Weather - severe weather conditions to include flooding, snow/ice/cold, thunderstorm, wind, tornado or hurricane.

Students and employees will have the ability to opt out, but participation is voluntary and strongly encouraged. Those who opt out will have the opportunity to participate at any time by signing up on-line. SUNY NY-ALERT will not replace other means of communication that the College uses to notify the campus community of emergency information such as emails, website, television, posters, etc.

Users will be asked to sign up for SUNY NY-ALERT at the beginning of each semester. This will ensure that the system has the most up-to-date information for you. Signing up only takes a few minutes, but the time spent could one day prove useful to you in the event of an emergency.

At this time, only college community members with access to the Campus Information System (Banner) can sign up directly. This includes all current MCC students, faculty and staff. However, when you sign up you can use the phone, e-mail or cell information of parents, guardians, spouses and others. You will be allowed to enter up to three telephone numbers, two email addresses, one fax number and four text message numbers. They can be your local, work, home, cell or whatever number you want to enter.

The system does NOT detect an answering machine or answering service. Unfortunately there is no standard on how long the system should wait until the phone is answered or how long the pre-set message should be. The feature of “Press any number to receive this message” was incorporated to address this issue. The notification alert message will start immediately after a number has been pressed.

If you are a student or employee of Monroe Community College you may register through Banner Web. Sign in to the Banner Web system with your Banner ID and password; go to the Personal Information Tab; and use the link to Emergency Alert Contact Information (NY-Alert). You can go into Banner Web and update the information as often as you like. The latest information will override any information you previously entered. Any information submitted to the SUNY NY-Alert system at MCC will only be used to subscribe college community members to the Alert system.

Bias Crimes Prevention

Hate Crimes and the Law

It is a Monroe Community College Public Safety Department mandate to protect all members of the campus community by preventing and prosecuting bias or hate crimes that occur within the campus’s jurisdiction.

Hate crimes, also called bias crimes or bias-related crimes, are criminal activity motivated by the perpetrator’s bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their race, religion, ethnicity, gender, sexual orientation, or disability. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and
Sexual Assault and the Law

Monroe Community College has programs in place to protect all members of the campus community from sexual assault, including programs for prevention and prosecution of those crimes that occur within the jurisdiction of Monroe Community College Public Safety.

NYS Law contains the following legal provisions defining the crimes related to sexual assault:

**Section 130.20 – Sexual Misconduct.**
This offense includes sexual intercourse without consent and deviate sexual intercourse without consent. The penalty for violation of this section includes imprisonment for a definite period to be fixed by the court up to one year.

**Section 130.25/.30/.35 – Rape.** This series of offenses includes sexual intercourse with a person incapable of consent because of the use of forcible compulsion or because the person is incapable of consent due to a mental defect, mental incapacity, or physical helplessness. This series of offenses further includes sexual intercourse with a person under the age of consent. The penalties for violation of these sections range from imprisonment for a period not to exceed four years up to imprisonment for a period not to exceed 25 years.

**Section 130.40/.45/.50 – Criminal Sexual Act.** This series of offenses includes oral or anal sexual conduct with a person incapable of consent because of the use of forcible compulsion or because the person is incapable of consent due to a mental defect, mental incapacity, or physical helplessness. This series of offenses further includes oral or anal sexual conduct with a person under the age of consent. The penalties for violation of these sections range from imprisonment for a period not to exceed four years up to imprisonment for a period not to exceed 25 years.

**Section 130.52 - Forcible Touching.** This offense involves the forcible touching of the sexual or other intimate parts of another person for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor’s sexual desire. Forcible touching includes the squeezing, grabbing, or pinching of such other person’s sexual or other intimate parts. The penalty for violation of this section includes imprisonment for a period of up to one year in jail.

**Section 130.55/.60/.65 – Sexual Abuse.** This series of offenses includes sexual contact with a person by forcible compulsion, or with a person who is incapable of consent due to physical helplessness, or due to the person being under the age of consent. The penalties for violation of these sections range from imprisonment for a period not to exceed three months up to imprisonment for a period not to exceed seven years.

**Section 130.65-a/.66/.67/.70 – Aggravated Sexual Abuse.** This series of offenses occurs when a person inserts a finger or a foreign object in the vagina, urethra, penis or rectum of another person by forcible compulsion, when the other person is incapable of consent by reason of being physically helpless, or when the other person is under the age of consent. The level of this offense is enhanced if the insertion of a finger or foreign object causes injury to the other person. The penalties for violation of these sections range from imprisonment for a period not to exceed seven years up to imprisonment for a period not to exceed 25 years.

If you are sexually or otherwise assaulted on campus:

- Get to a safe place as soon as you can.
- Try to preserve all physical evidence; do not bathe, douche, or change your clothes.
- Contact MCC Public Safety immediately (call 2911 in an emergency, or use a Blue Light or other campus emergency phone).

Remember, assaults – sexual or otherwise – are crimes; they are not the victims’ fault. Victims have the right to pursue adjudication of crimes that occur on the campus through criminal courts and/or through the College’s internal disciplinary process (under the College Code of Conduct). Campus Public Safety are trained to assist with prosecution in both systems.

Disciplinary Action

Where there is probable cause to believe the college’s regulations prohibiting sexual
misconduct have been violated, the college will pursue strong disciplinary action through its own channels. This discipline includes the possibility of suspension or dismissal from the college.

An individual charged with any sexual offense will be subject to college disciplinary procedures, whether or not prosecution under New York State Criminal Statutes is pending.

The college will make every effort to be responsive and sensitive to the victims of these serious crimes. Protection of the victim and prevention of continued trauma is the college’s priority. When the victim and the accused live in the same residence hall, an immediate hearing with the College Judicial Officer will be held to determine the need for modifying the living arrangements.

Assistance for any other personal or academic concerns will be reviewed and options provided.

During the disciplinary process, the victim’s rights are:

- To have a person or persons of the victim’s choice accompany the victim throughout the disciplinary hearing.
- To remain present during the entire proceeding.
- As established in state criminal codes, to be assured that his/her irrelevant past sexual history will not be discussed during the hearing.
- To make a “victim impact statement” and to suggest an appropriate penalty if the accused is found in violation of the code.
- To be informed immediately of the outcome of the hearing.
- During the disciplinary process, the rights of the “accused” are as described under the -Due Process Procedure of the College Judicial System.

Information and Support

If you are the victim of sexual assault or sexual misconduct, you may seek support services as well as the assistance described above. Free and confidential counseling is available through the Rape Crisis Service 24/7 by calling 585.546.2777. For additional information and a list of Campus and other community support resources, contact the Department of Public Safety at 585.292.2095.

Educational Programs

Educational programs to promote awareness of rape, acquaintance rape, and sex offenses are presented to the campus community. Campus Public Safety and Student Development staff provides programs for the college community and in the Residence Halls.

POLICY STATEMENT ON SEXUAL HARASSMENT

For MCC Students, Faculty, Administrators and Staff:

A. Policy. Monroe Community College strives to recognize human dignity and, therefore, does not tolerate sexual harassment or any other type of harassment within or connected to this institution. Sexual harassment is illegal and unfairly interferes with the opportunity for all persons, regardless of gender, to have a comfortable and productive education and work environment. We are committed to taking all reasonable steps to prevent sexual harassment and to discipline those who harass.

We believe that a person is entitled to say “no” to unwanted conduct based on sex without the fear of reprisal or retribution.

The college also strongly discourages any consensual sexual relationship between college employees and students.

B. Statement of prohibited conduct. Sexual harassment is a form of discrimination based on sex because the harasser treats a member, or members of one sex differently from members of the opposite sex or engages in conduct that is based on the difference in sex. Sexual harassment is any threatening, demeaning, or offensive conduct or situation that on the basis of sex makes it more difficult for a reasonable person to do a job or receive his or her education. Sexual harassment includes, and is not limited to:

- requests for dates with a student by faculty when that student is in his or her class or is his or her advisee
- persistent requests for a date
- unwelcome requests for sexual favors or acts
- continued expression of sexual interest after being informed that the interest is unwelcome
- nonconsensual or unwelcome physical contact
- nude or seminude posters, photos, cartoons, or graffiti in the workplace or public place that are demeaning or offensive (including one’s own office)
- unwelcome visual contact, such as leering or staring at another person
- comments or statements that are demeaning, humiliating, suggestive, insulting, vulgar or lewd
- sexual harassment by visitors or vendors
- failure to provide assistance that is usual under same or similar circumstances
- retaliation, retribution, or reprisals in any form or manner for complaints about sexual harassment, or for requests that harassing conduct stop or for assisting a person with a complaint of sexual harassment
- physical interference with job performance
- preferential treatment or promise of preferential treatment for submitting to sexual conduct.
The list is not intended to be, nor should it be construed as, all inclusive of prohibited acts under this policy. Any of the prohibited conduct described herein is sexual harassment of anyone at whom it is directed or who is otherwise subjected to it. Each incident of sexual harassment contributes to a general atmosphere in which everyone suffers the consequences. Sexually oriented acts and sex-based conduct have no legitimate basis at a higher education institution; accordingly, the person who engages in such will be made to bear the full responsibility for such unlawful conduct.

C. Scope of policy. This policy applies to all administrators, faculty, staff, agents, and students at all times and places in any connection with this institution. This policy applies for and to those who do business at this institution. Compliance with this policy is a term and condition of employment with this institution. The terms “employee” or “employment” include, but are not limited to, faculty, staff, administrators, agents and contractors. Compliance with this policy is also a term and condition of continued enrollment at the College.

D. Discipline. In the event of a determination of sexual harassment, discipline may include, but is not limited to, any of the following:

- oral reprimand
- written reprimand
- employment suspension (with or without pay)
- academic suspension or expulsion
- employment termination

The final discipline shall be determined exclusively by the Vice President, Student Services of this institution. A determination of sexual harassment under this policy shall be placed in the harasser’s personnel file, if the person is an employee, or if the harasser is a student, on file in the Office for Student Services.

Sexual harassment of employees or students by third parties is not acceptable. MCC will do whatever it reasonably can to stop such sexual harassment.

Sexual harassment also is a violation of state and federal laws and the harasser may be charged by appropriate person or agencies.

The purpose of these procedures is to provide a prompt, fair resolution of problems, and to preserve the due process rights of all involved, including the rights to receive notice of a complaint and to have an opportunity for an impartial investigation. This procedure is created to provide for discipline of violators of this policy. However, the administration may take any immediate action to stop harassment if reasonably necessary and is not limited to the process provided herein.

A. Sexual Harassment Officer. The Sexual Harassment Officer is appointed annually by the Vice President, Student Services and reports to the Vice President, Student Services. The Sexual Harassment Officer is trained in identifying sexual harassment and handling sexual harassment complaints.

B. Procedures.

Step One: In the event that you believe that sexual harassment has occurred or is occurring, you are encouraged to communicate clearly, preferably in writing, to the alleged harasser and state that the conduct is not acceptable. You also are encouraged to maintain careful written records of the harassment and to continue to maintain current records throughout the process.

Step Two: If the conduct has not stopped, or if you wish to bypass Step One, you should speak with the Sexual Harassment Officer. The complaint may be made by the target of the harassment, or by anyone who has observed the harassment.

Step Three: The Sexual Harassment Officer will attempt to resolve the complaint. The Sexual Harassment Officer will notify the alleged harasser of the nature of the complaint. The Sexual Harassment Officer has the option of investigating the complaint by himself or herself, and/or requesting investigative assistance from the College’s Public Safety Office. Upon request, the Sexual Harassment Officer will provide a copy of the complaint to the alleged harasser.

Step Four: Once the investigation is concluded, the Vice President, Student Services shall determine discipline.

Step Five: On or about 30 days after the completion of the process, the Sexual Harassment Officer will contact each of the parties. The purpose of this follow-up is to determine if the harassment has stopped, and to discourage any further harassment, retaliation or retribution.

C. Discipline.

1. Employees: Employees represented by a collective bargaining unit are entitled to union representation. Discipline of such employees will be pursuant to the College conduct regulations that incorporate by reference their collective bargaining agreement.

2. Students: Student discipline will be pursuant to the College conduct regulations.

D. Confidentiality. Confidentiality shall be maintained to the greatest extent possible within the requirements of conducting reasonable investigations. Only those who have an immediate need to know will or may find out the identity of the parties.

E. Prohibition of Retaliation. Any retaliation against a complainant or witness is prohibited specifically by this policy, and the retaliator will be disciplined pursuant to the College conduct regulations.

F. False Reporting. False reporting of a complaint is prohibited and will subject the reporter to discipline pursuant to the College conduct regulations.
Personal Property

Security for personal property, including vehicles, is the student’s responsibility. Personal belongings should be removed from sight in the vehicle or removed altogether. MCC is not liable for personal property that is lost, stolen or damaged. The College’s insurance does not cover these types of losses. Students are encouraged to carry insurance through their own or their parents’ homeowner/tenant and automobile insurance policies. Please report all crimes to the Department of Public Safety for investigation.

MONROE COUNTY PARKING PROGRAM AT MCC

Traffic and Parking Regulations

A. General

1. The purpose of these regulations is to reduce traffic congestion, facilitate orderly parking, and safeguard the college community members and guests. The New York State Motor Vehicle and Traffic Law is also in effect on the campus. The Monroe County Parking Program establishes fees and fines for parking on the campus.

2. All motor vehicles parked on lots owned by Monroe County and held in trust for MCC must be registered and have a permit displayed, or be parked at a parking meter (except according to parking regulation C1m). Parking at a meter with a parking permit still requires payment for time at a metered space. A fee is charged for each vehicle registered and may be requested when registering for classes on a semester basis.

B. Driver Responsibility

1. Finding Authorized Space - Drivers are responsible for finding an authorized parking space. Lack of space, mechanical problems, inclement weather or tardiness do not justify parking violations.

2. Space Availability - A parking permit does not guarantee the holder a parking space, but only an opportunity to park within a specified area or areas.

3. Permit Ownership - A parking permit signifies an individual has been granted the privilege of parking on campus property. Ownership of the parking permit remains with the college.

4. Permit Display - Parking permits or passes must be displayed according to the parking instructions provided by the Parking Office at the time of issuance.

C. Parking Regulations

1. It is prohibited to park: (vehicle subject to ticketing)

   a. without a valid permit except at designated student parking meters.  
   b. in reserved spaces without a proper permit. 
   c. in “NO PARKING” areas. 
   d. in a handicapped space without a handicapped permit displayed. 
   e. blocking fire lanes, fire exits or within 20 feet of a fire hydrant. 
   f. in loading zones unless actually loading/unloading. 
   g. on the sidewalk, crosswalk or parking lot driveways. 
   h. on campus roadways except at meters. 
   i. on or over painted lines in parking areas. 
   j. outside of striped parking stalls. 
   k. at an expired meter. 
   l. in areas where permit is not valid. 
   m. in the administrative/visitor’s loop if you are a registered student or an employee without an assigned space. 
   n. or leave a vehicle on campus between the hours of midnight and 6 a.m. without notifying the Public Safety Department.

D. Vehicle Operation

1. No vehicle shall be operated:

   a. at a speed in excess of 30 miles per hour, or where otherwise posted at a speed in excess of such posted speed limit  
   b. in a reckless or careless manner, or a speed greater than is reasonable and prudent under the conditions, and having regard to the actual and potential hazards then existing  
   c. with disregard to any traffic sign, signal and/or pavement markings 
   d. on any sidewalk, pedestrian walkway or lawn

E. Fines

1. General-Listed below are penalties for violating the Monroe County Parking Program at MCC. Failure to pay any citation will result in your vehicle being towed or impounded, and preclude you from registering your vehicle in the future until all fines have been paid. Additionally, a hold will be placed on your student records/transcripts for any outstanding fines.

   a. in any area where the parking of the motor vehicle may impede ingress or egress from any building by any pedestrian or authorized vehicle. 
   b. disposal or acceptance of any decal, or pass through resale or gift is expressly forbidden. 
   c. Motorcycle parking is provided in parking lot M year round. Motorcycles should be parked in this area. 
   d. The Department of Public Safety is authorized to restrict use of parking spaces on a temporary basis to accommodate special meetings, activities or construction. 
   e. The registered purchaser of a parking permit is responsible for parking violations by the vehicle displaying the permit.

Note: Checks are payable to Monroe Community College. Include the violation number and your social security number on the check to insure proper credit.

Fines mailed should be sent to: Monroe Community College, Monroe County Parking Program, 1000 East Henrietta Road, Rochester, N.Y., 14623-5780.
2. Violations
   a. Permit Violations - $25
      1. Not registered/No permit displayed
      2. Permit not valid for area
      3. Illegal use/display of permit
      4. Expired permit
   b. Restricted Space Violation - $75
      1. Handicapped space
      2. Fire zone
   c. Sign violations - $45
      1. Bus stop
      2. Tow-away zone
      3. Reserved spaces
      4. No parking
      5. Loading zone
   d. Obstructions - $45
      1. Obstructing traffic
      2. Blocking driveway
      3. Blocking intersection
      4. Blocking dumpster
      5. Double parking
      6. Blocking crosswalk
   e. Careless Parking - $45
      1. On or along roadways or driving lanes unless directed to do so
      2. Not parked within marked space
      3. On sidewalk
      4. On grass unless directed to do so
   f. General - $25
      1. Expired meter with or without parking permit
      2. Overnight between midnight and 6 a.m. unless approved in advance by the Public Safety Department
      3. Visitor Metered space - not a visitor/not signed in at the Information Desk

Penalties for Non-Payment of Fines

Failure to pay fines within the time frame listed below will lead to additional penalties, and within 90 calendar days will be deemed an admission of liability and may result in initiating collection procedures including an additional charge of $5.00 for each outstanding violation. Vehicle may be impounded at additional expense until debt is paid. A hold will be placed on student accounts for records/transcripts.

<table>
<thead>
<tr>
<th>Initial Fine</th>
<th>$25</th>
<th>$45</th>
<th>$75</th>
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<tbody>
<tr>
<td>15 days</td>
<td>$30</td>
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<td>$75</td>
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<td>75 days</td>
<td>$75</td>
<td>$95</td>
<td>$125</td>
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F. Removal and Impoundment

1. Parking Enforcement and the Public Safety Department are authorized to remove, impound or immobilize at the owner’s expense motor vehicles from college property under the following circumstances:
   a. Vehicles parked illegally in fire lanes, handicapped space, within 20 feet of hydrants, posted no parking zones, tow-away zones, in possession of an altered or stolen parking permit and any area in which the vehicle may impede entrance to or exit from any building, grounds or roadway by any pedestrian or authorized vehicle.
   b. Unregistered, uninsured and/or abandoned vehicles
   c. For safety reasons, including snow removal
   d. Any vehicle with one or more unsatisfied parking citations charged against it.
   e. In possession of an altered or stolen parking permit
2. Impounded vehicles will be held until all outstanding citations and charges have been satisfied. Impounded vehicles will not be left on campus overnight and will be towed off campus at the owner’s/operator’s expense. After 24 hours, storage charges will apply.

G. Appeals

1. Any person receiving a violation notice has the right to appeal.
2. Except in rare and unusual circumstances, the only proper basis for an appeal is contention that the cited regulations were not violated. It is no excuse that the individual “thought it was not violation” to do what he or she did, “did not mean to” violate a regulation, or “saw other vehicles doing the same thing.” The issue on an appeal is whether or not the cited regulation was violated.
3. Individuals desiring to appeal a Violation Notice must obtain, complete and submit an Appeal Form to the Parking Office within 10 days of the date the notice is issued. An appeal date will be assigned if he/she wishes to appear in person to plead his/her case orally before the Appeal Board. Only the operator of the motor vehicle who has incurred the violation may appeal and/or appear in person to contest a violation. Appeal Forms will be forwarded to the Appeal Board.
4. The Board has the authority, by majority action, to dispose of a case by: (1) upholding the charge(s) completely; (2) upholding the charge(s) but reducing the fine to whatever amount it feels is appropriate in light of extenuating circumstances; (3) reducing the charges to a lesser offense; or (4) dismissing the charge(s) completely. The decision of the board shall be put in to writing and a copy shall be furnished to the appellant and the Appeal Board Administrator. The decision of the board is final without further right of review by the appellant. The Appeal Board does not have the authority to make or change these regulations.
5. Failure to apply for an appeal within the ten day limit will result in forfeiture of the appeals process.
6. If an appeal is denied, the fine must be paid within 10 calendar days of the decision, or late charges will accrue according to fine schedule.
7. Violation Notices (tickets) which are issued when a motor vehicle is impounded, along with the cost of
impoundment and late charges, may be appealed only to the Parking Services Office.

H. Parking for Persons with Disabilities
1. Persons with disabilities should contact the Public Safety Office in Building 7 room 341, 292.2075 for specific parking instructions.
2. Handicapped parking is restricted to the exclusive use of vehicles displaying a valid handicapped permit and a valid Monroe County Parking Permit (unless parked at a meter). Unauthorized vehicles are subject to ticketing and towing at the owner’s expense.

New Brighton/DCC Shuttle
MCC will begin providing direct shuttle service between the Brighton Campus and the Damon City Campus on Sept. 7, 2010, to current MCC students and employees with valid college ID. Passengers will be picked up and dropped off at the intersection of Sports and Center Roads outside the Gilman Lounge on the Brighton Campus and at the Franklin Street entrance to the Sibley Building in downtown Rochester. Only individuals with appropriate ID will be permitted to board. Passengers will be required to swipe their college ID cards in order to access the shuttle. The shuttle schedule will be available in the Campus Center offices on both campuses and at the shuttle stops. The shuttle will operate weekdays during the fall and spring semesters.

The shuttle service is supported through the MCC Association, Inc.

Damon City Campus Student Parking
Students taking classes at the Damon City Campus who use Brighton Campus facilities must park at designated student parking meters, or purchase and display a valid permit.

STUDENTS’ RIGHTS REGARDING THEIR EDUCATIONAL RECORDS
By law (Family Educational Rights and Privacy Act of 1974), students at MCC are entitled to full access to their educational records, to challenge the content of their records, and to limit the release of such records without their written consent.

Educational Records
“Educational records” means information or data recorded in any medium that is directly related to a student and that is maintained by the College or a person acting for the College. By law, medical records, college public safety records, financial records of parents, personal notes of teachers or administrators which are not available to any third party, and directory information have been excluded from educational records.

Details pertaining to the location and content of educational records; the names of persons having access to and responsibility for the maintenance of such records; and the policies and procedures related to record access, review and challenge, are available in the Student Services Office (Bldg. 1, Room 300)

Directory Information
“Directory information” refers to a student’s name, address, e-mail address, picture, telephone listing, date and place of birth, major field of study, dates of attendance, class schedule, awards and degrees received, most recent previous educational agency attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. This information may be made public by the College for all but those students who indicate to the Office of Student Services within the first three weeks of classes that any or all of the information so designated should not be released without their prior consent.

IF YOU WISH TO RESTRICT THE RELEASE OF ANY OR ALL DIRECTORY INFORMATION THAT PERTAINS TO YOU, YOU MUST NOTIFY THE OFFICE OF STUDENT SERVICES WITHIN THE FIRST THREE WEEKS OF CLASSES EACH SEMESTER.
HARASSMENT/ DISCRIMINATION GRIEVANCE PROCEDURE

Consistent with MCC’s policy to ensure fair treatment to all individuals, protection for MCC employees and students is covered by this policy. Both employees and students alleging harassment and/or discrimination may use this Grievance Procedure.

Step 1: The employee or student shall first discuss the complaint with the individual who is immediately able to resolve the issue at the department level.

Step 2: If the matter is not resolved immediately, the employee or student shall discuss the complaint within 30 working days of the Step 1 meeting with the Vice President or designee from the particular division in which the problem originated.

Step 3: If the grievance is not resolved at Step 2, then the complaint will be put in writing and submitted to the Vice President within ten working days from the Step 2 meeting. A copy of this complaint will be forwarded to the College Affirmative Action Officer. The Vice President will respond in writing within ten working days of receipt of the written complaint.

Step 4: If the complaint is not resolved at Step 3, then within ten working days of the Step 3 decision, the complaint may be appealed directly to the President. The President may make whatever investigation of the grievance he deems to be appropriate. A final determination shall then be made in writing by the President or designee within fifteen working days of the receipt of the appeal.

GUIDELINES AND PROCEDURES FOR STUDENTS WITH DISABILITIES

MCC recognizes the importance of encouraging and helping students with disabilities to reach their full potential. In accordance with the Americans With Disabilities Act and Section 504 of the Rehabilitation Act, the College ensures that admission, services, activities, facilities and academic programs are accessible to and usable by qualified students with disabilities.

Reasonable accommodations are available to students who identify themselves as having a disability and as being otherwise qualified for admission to the College. Each student is responsible for requesting and verifying the need for appropriate accommodations. The intent of reasonable accommodations is to provide all students with the same opportunities for success and for mastery of academic skills.

Some academic programs, such as Radiologic Technology, Nursing, and Dental Hygiene have specific licensing requirements. Students should contact those departments before applying for admission to make an appropriate choice of career. Accommodations for the recruitment/admissions process, such as (but not limited to) sign language interpreters and materials in alternate formats, are available upon request. An academic advisement program is available to help students with program and course selection. Students requesting special accommodations for academic program activities must provide written documentation to Services for Students with Disabilities. Documentation should include a statement of disability and any recommended accommodations, and should be signed by a physician or licensed psychologist.

Students may have an agency such as Vocational and Educational Services for Individuals with Disabilities (VESID) send their records. High school records are not acceptable unless they contain a recent evaluation by a licensed school psychologist. Any and all information received by the College regarding individual disabilities is strictly confidential.

Academic Support and Accommodations

Planning student success strategies can be accomplished using the following guidelines:

1. The student should allow sufficient time to obtain services from the College. All requests for accommodations should be made as early as possible, at least 30 days in advance of the need.

2. Requests for accommodations should be as specific as possible. Documentation by the appropriate professional person should include a clear recommendation for accommodations based on the student’s disability. The student may also wish to develop a letter outlining his/her strengths, learning style and compensatory strategies.

3. The student is responsible for making an appointment with the Coordinator of Services for Students with Disabilities to fill out a Request for Services. This must be done each semester, as the student’s signature is needed for SSWD to have permission to notify instructors. The student should meet with each instructor from whom accommodations are being requested to develop a plan to receive those services.

Testing Accommodations

Although the testing accommodations usually requested are extended time and a quiet, less distracting environment, other accommodations are sometimes needed. These are determined on a case-by-case basis, based on the student’s disability and the documentation provided. Accommodations may include, but are not
Smokefree Policy

In accordance with Monroe County health regulations (Article VI of the Monroe County Sanitary Code), smoking is prohibited inside campus buildings at all college sites. In addition, MCC has limited smoking areas on the exterior of the Brighton and Damon City campuses. At the Brighton Campus, smoking is permitted outside of the designated “Smokefree In and Out” perimeter delineated by the sidewalks adjacent to the parking lots surrounding campus. Refer to the map showing the designated perimeter to determine where smoking is permitted. All smoking materials always should be extinguished thoroughly and disposed properly in the ashtrays provided. Failure to abide by this policy may result in penalties and/or disciplinary action.

Note Taking

Note taking paper is provided by the College and is available in the Counseling and Advising Center (Brighton) or the Student Services Center (DCC). Often a classmate of the student with a disability is recruited to serve as the note taker.

Funds may be available to compensate note takers for students with hearing or visual disabilities, but note takers generally serve on a volunteer basis.

Personal Care Issues

Personal care issues for students with physical disabilities should be directed to the Office of Health Services. It is important to note that the College does not provide personal aides or attendant service.
Smokefree Policy

In accordance with Monroe County health regulations (Article VI of the Monroe County Sanitary Code), smoking is prohibited inside campus buildings at all college sites. In addition, MCC has limited smoking areas on the exterior of the Brighton and Damon City campuses. At the Brighton Campus, smoking is permitted outside of the designated “Smokefree In and Out” perimeter delineated by the sidewalks adjacent to the parking lots surrounding campus. Refer to the map showing the designated perimeter to determine where smoking is permitted. All smoking materials always should be extinguished thoroughly and disposed properly in the ashtrays provided. Failure to abide by this policy may result in penalties and/or disciplinary action.
MCC’s Visiting Scholar series provides students with educationally purposeful programs that build a collaborative, intellectual and engaging environment. The Series has featured award-winning authors, educators, and professionals who help expand upon the classroom education of all students.

Past visiting scholars have included former Executive White House Chef Walter Scheib, best-selling authors Mitch Albom, Ann Patchett and Amy Tan as well as renowned scientist Dr. Jared Diamond.

Each spring, the Series concludes with Scholars’ Day -- an event dedicated to showcasing the work of student researchers and faculty.
State University of New York

As a comprehensive public university, SUNY provides a meaningful educational experience to the broadest spectrum of individuals. More than 438,000 students are pursuing traditional study in classrooms and laboratories, at 64 colleges and universities, or are working at home, at their own pace, through such innovative institutions as Empire State College.

For more information on the State University of New York or any of its colleges and universities, please visit www.suny.edu.

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Delovis Olaode, Assistant Director; A.A.S., B.S., M.S.
Ellen Z. Gozik, Coordinator, Graphic Services; B.S.
Margaret VanKirk, Coordinator, Special Projects and Online Services; B.S., M.S.
Vacant, Coordinator, Learning Resources
Stephen J. Weider, Coordinator, Video Services; B.S., M.S.
Randall H. Rezabek, Instructional Designer; A.A., B.A., M.Ed., Ph.D.
Marie M. Gibson, Training/Database Specialist; A.A.S.
Mary Hallett, Instructional Development/Training Specialist; B.A., M.S.
Jeremy Case, Multimedia Specialist; B.S.
Martha A. Kendall, Training/Instructional Development Specialist; A.A.S., B.S., M.S.

ETS/Studios
Phillip L. Oettinger, Classroom Technology Specialist; B.S.
Diane Navarro, Senior Technical Assistant, Learning Resources; B.A.
Bailey Burritt, Technical Assistant, Instructional Technologies; A.S.
Andrew Eggleston, Technical Assistant, Learning Resources; B.S.
Phil Juma, Technical Assistant, Learning Resources; A.S.

ETS/Libraries
Thaddeus J. Ciambor, Director; B.A., M.S., M.L.S.
Ann P. Penwarden, Assistant Director; B.A., M.L.S.
Katherine Jenkins, Assistant Director; B.S., M.Ed., M.S.L.S.
Lori A. Annesi, Special Collections Librarian; A.S., B.A., M.L.S.
Pamela M. Czaja, Distance Learning Librarian; B.S., M.L.S.
Alice W. Wilson, Reference/Library Instruction Librarian; B.A., M.L.S.
Ellen M. Mancuso, Liaison and Metrics Librarian; B.A., M.L.S.
Michael McCullough, Reference/Collaborative Learning Librarian; B.S., M.L.S.
Deborah A. Mohr, Database Control Librarian; B.A., M.S.L.I.S.
Charlene S. Rezabek, Database Management Librarian; A.A.S., B.S., M.L.I.S.
Richard D. Squires, Collection and Electronic Resources Librarian; A.A.S., M.L.S.
Mary E. Timmons, DCC Librarian; B.A., M.L.S.

ETS/Damon City Campus
Marie Fetzner, Assistant to the Vice President/DCC Liaison; B.M., M.P.A.
Roger Miles, Computer Specialist; A.A.S.
Mary Timmons, DCC Librarian; B.A., M.L.S.
Phil Juma, Technical Assistant, DCC Learning Resources; A.S.
Administrative Services
Administrative Services Office
Hezekiah N. Simmons, Vice President; B.S., M.B.A.
Darrell Jachim-Moore, Assistant Vice President; B.S., M.A., C.P.A.

Controller
Michael Quinn, Controller; A.S., B.S.
Brian Legg, Assistant Controller; B.S., M.S.Ed.
Patrick M. Bates, Director of Purchasing; B.S., M.S.Ed.
Paul Wheeler, Assistant Director of Purchasing; A.A.S., B.S.
Loretta Chrzan-Williams, Director, Student Accounts/Bursar; A.S., B.A., M.S.Ed.
Kimberley Willis, Assistant Director, Student Accounts; A.A.S., B.S., M.S.
Judith A. Bertram, Payroll Manager; A.S., B.S.
Paul F. Lucas, Financial Specialist; B.S., B.S.
Bruce Malin, Financial Specialist; B.S.
Marianne Dorsey-Benedict, Financial Specialist; A.A.S., B.S., M.S., M.P.A.

Facilities
David Schottler, Assistant Vice President; B.S., M.S.
Fred McCullough, Director, Building Services; A.A.S.
Blaine Grindle, Director, Engineering Services; A.A.S., B.S.
Douglas Ford, Director, Physical Plant; A.S., B.S.
Michael Carroll, Senior Computer Specialist; A.A.S., B.S., M.S.I.T.
James Charlton, Facilities Specialist II; A.A.S.
Sandra Wolf, Facilities Specialist II; B.S.

Student Services
Office for Student Services
Susan M. Salvador, Vice President, Student Services; B.S., M.Ed., Ed.D.
Richard H. Ryther, Associate Vice President, Student Services; B.S., M.S.Ed.
Susan Baker, Assistant Vice President, Student Services; A.A., B.S., M.A.L.S., Ph.D.

Athletics
Vacant, Director
Dudley “Skip” Bailey, Associate Director; B.S.
Tim Pèrarlinello, Assistant Director; Women’s Basketball Coach; Financial Aid Specialist; B.A.
Salvatore Galvano, Women’s Soccer Coach/ Academic Advisor for Athletes; B.A.
Gerald “Jerry” Burns, Men’s Basketball Coach; B.S.
Nelson Cupello, Head Men’s Soccer Coach/ Advisor; A.S., B.S., M.S.S.
Daniel Dubois, Aquatic Coordinator; B.A., M.S.
Tom Garigen, Sports Information Director/ Assistant Academic Advisor for Athletes; A.S., B.S.
Doug Henneberg, Athletic Trainer; M.S.
Jeffrey Pèrarlinello, Open Recreation and Intramural Director; B.S.
Michael Kelly, Men’s Baseball Coach; B.S.

Campus Center
Elizabeth Stewart, Director, Campus Center; B.A., M.A.
Shirley Batista-Provost, Assistant Director for Clubs and Organizations, Campus Center; A.S., B.A., M.S.
Jodi Oriel, Assistant Director, Campus Center; A.S., B.S., M.S.
Trung Nguyen, Assistant Director, Orientation and First Year Experience; B.A., M.A.
Craig D. Proctor, Operations Manager, Campus Center; B.S., M.B.A.
Rebecca Herzog, Program Coordinator, Campus Center; B.S., M.S.

Career Center
G. Christopher Belle-Isle, Director; A.S., B.S., M.B.A.
Michelle Mayo, Associate Director; A.S., B.S., M.S.
Holly Wynn-Preischle, Associate Director; B.S., M.S.Ed., N.C.C.
Anne C. Hughes, Career Counselor; B.S., M.S.Ed., N.C.C., CPRW
Christian Kull, Career Counselor; B.S., M.S.
Rebecca Mack, Career Counselor; B.A., M.S.W.
Pam Miller, Career Counselor; B.A., M.S.Ed., N.C.C., CPRW
Kathleen A. Baxter, Coordinator; A.S., B.S.
Cynthia Blacklaw, Transfer Advisor; A.A.S., B.A.

Campus Events
Julianna Frisch, Manager; B.S., M.S.M.
Courtney Belluccio, Coordinator; B.S.
Yolanda Johnson, Technical Assistant; B.S.

Counseling and Advising Center
Peggy Harvey-Lee, Director; B.S., M.S.Ed.
Taine Vinci, Associate Director; A.S., B.S.W., M.S. Ed.
Peter Osborn, Assistant Director; B.S., M.A., Ph.D.
Mark Basinski, Counselor; B.A., M.S.Ed., N.C.C.
Kelley L. Bennett, Counselor; B.A., M.S.
Audra Dion, Counselor; B.A., M.S.Ed., N.C.C.
Christina M. Izzo, Counselor; B.S., M.S.
Harry Pierre-Philippe, Counselor; B.S., M.S.
Betty P. Smith, Counselor; A.S., B.S., M.S.Ed.
E. Jamall Watkins, Counselor; A.A.S., B.S., M.S. Ed., L.M.H.C., N.C.C.
Ann White, Counselor; B.A., M.S.Ed., L.M.H.C., N.C.C.
Arlene Phillips, Coordinator, Services for Students with Disabilities; B.A., M.A.
Denise M. Klein, Coordinator; A.S.
Educational Opportunity Program
Brenda A. Smith, Director; B.S., M.S.Ed., C.A.S.
Char Guest Bardques, Counselor; B.S., M.S.Ed.
Donna Baxter, Counselor; B.S., M.Ed., L.M.H.C.
Shawndre D. Crews, Counselor; B.A., M.S.Ed.
Marisol Reyes, Senior Advisor; A.A.S., B.S.W.

Financial Aid
Jerome St. Croix, Director; B.A., M.S.Ed.
Joan Shedd, Associate Director; A.A.S., B.S., M.A.L.S.
Melissa Barbara, Assistant Director; A.A.S., B.S.
Mark Schwartz, Financial Aid Counselor; B.S., M.A.
Christopher Alonzo, Financial Aid Specialist; B.S.
Ramon Rodriguez, Financial Aid Specialist; B.S.

Graduation Certification
Marlene Fine, Director; B.S., M.Ed.
Susan Rock-McCrossen, Senior Advisor; A.A.S.
Jody Torcello, CAPP Specialist; A.S.

Health Services
Donna Mueller, Director of Health Services; R.N., B.S.N., M.S.N.
Jacqueline Carson, College Nurse; R.N., B.S.N.
Susan George, College Nurse; R.N.

MCC Association
Annette Agness, Director, Monroe Community College Association, Inc.; B.B.A., C.P.A.
Anne F. Barker, Manager, Child Care Center; B.S., M.S.
Carol Fisher, Manager, College Bookstore; B.A.
SUNY Distinguished Teaching Professor
2006  Karen Morris

SUNY Distinguished Service Professor
2006  G. Christopher Belle-Isle

SUNY Chancellor’s Award for Excellence in Teaching
2010  Janet Zinck
2009  Suzanne El Rayess
2008  Patricia Kuby
2007  Ann Ranczuch
2007  Susan Murphy
2007  Bonnie Connell
2006  Roscoe Hastings
2006  Richard Connett
2005  Marsha Bower
2005  Gary Egan
2004  Paul D’Alessandris
2004  Lynn Bartholome
2004  Gary M. Thompson
2004  Craig M. Rand
2003  Renee Rigoni
2002  Karen Morris
2002  Donna Cox
2001  Raymond Shea
2001  Pamela D. Korte
2000  John Wadach
2000  Diane Cheasty
2000  Cathryn Smith
1998  Nancy Rivaldo
1998  Kathleen O’Shea
1998  Kathleen Bromley
1997  Stasia Callan
1995  Mitchell H. Redlo
1995  Helene S. Charron
1994  David L. Pogue
1994  Charlene Blanchard
1993  Sharon L. Dobkin
1993  Judith G. Bulin
1993  Charles L. Morey
1992  Thomas R. McHugh
1992  Marcia W. McDowell
1992  M. Garrett Bauman
1992  Jane L. Garr (Emeritus)
1991  James A. Petrosino
1990  Dr. M. Thomas Cooper
1988  Thomas X. Grasso
1977  Dr. Thomas A. Fabiano
1976  John W. Lloyd (Emeritus)
1975  Laurence W. Feasel
1975  Jean H. Cardinali
1975  Calvin A. Lathan (Emeritus)
1974  James F. Connelly
1973  Jeanne K. Ghent
1973  Hugh D. Clark (Emeritus)
1973  David H. Day

SUNY Chancellor’s Award for Excellence in Professional Service
2010  Dolores Pasto-Ziobro
2009  Jerome St. Croix
2008  Robert Bertram
2006  Robert Cunningham
2005  Terry Keys
2005  Betty Smith
2005  Elizabeth Stewart
2004  Sherrill Ison
2004  Donna Pogroszewski
2004  Cynthia Cooper
2003  Ethel Lewis
2002  Elaine Goldstein
2000  Dale E. Mallory
2000  Carol Adams
1999  Dr. Ronald Kostecke
1999  Barbara Robinson
1998  Brenda Embrey
1997  G. Christopher Belle-Isle
1997  Anthony J. Felicetti
1996  Kathleen Farrell
1996  Charlotte Downing
1995  Janet J. Glacker
1994  Edward W. Phoenix
1993  Richard J. Degus
1992  Peter D. Genovese
1991  James C. Schwender
1988  Dr. Joan Mullaney
1978  Dr. Elizabeth B. Gennarino (Emeritus)
1977  Nicholas C. Proia (Emeritus)*

SUNY Chancellor’s Award for Excellence in Librarianship
2010  Dolores Pasto-Ziobro
2009  Jerome St. Croix
2008  Robert Bertram
2006  Robert Cunningham
2005  Terry Keys
2005  Betty Smith
2005  Elizabeth Stewart
2004  Sherrill Ison
2004  Donna Pogroszewski
2004  Cynthia Cooper
2003  Ethel Lewis
2002  Elaine Goldstein
2000  Dale E. Mallory
2000  Carol Adams
1999  Dr. Ronald Kostecke
1999  Barbara Robinson
1998  Brenda Embrey
1997  G. Christopher Belle-Isle
1997  Anthony J. Felicetti
1996  Kathleen Farrell
1996  Charlotte Downing
1995  Janet J. Glacker
1994  Edward W. Phoenix
1993  Richard J. Degus
1992  Peter D. Genovese
1991  James C. Schwender
1988  Dr. Joan Mullaney
1978  Dr. Elizabeth B. Gennarino (Emeritus)
1977  Nicholas C. Proia (Emeritus)*

SUNY Chancellor’s Award for Excellence in Scholarship and Creative Activities
2002  Kathleen Farrell

SUNY Chancellor’s Award for Excellence in Classified Services
2010  Sandra Almekinder
2009  Jodee Biller

MCC Dr. Wesley T. Hanson Award for Excellence in Teaching
2010  Anthony Leuzzi
2009  Eileen Doyle
2008  Ellen Baker
2007  Saroj Viswanathan
2006  Lynn Bartholome
2005  Jackie Donofrio
2004  Robert S. Brown
2003  Ernest Mellas
2002  James Petrosino
2001  Diane Fitton
2000  Thomas Proietti
1999  John O. Stanton
1998  Suzanne McKim
1998  Donna Petrie
1997  John Cullen
Monroe Community College
Award for Excellence in
Professional Service

2008  Brian Legg
2007  Valarie Avalone
2006  Carol Burritt
2004  Marie J. Fetzer
2003  Dr. Sherry Ralston
2002  Patricia Kennedy
2001  Barbara Connolly
2000  Ellen Z. Gozik
1998  Marcia Faulkner
1997  Connie Herrera
1996  Eddy Callens
1995  Roxanne Saxton
1993  Emeterio M. Otero
1993  Alan J. Glossner
1992  James T. Terrell
1991  Carol Adams
1989  G. Christopher Belle-Isele
1987  Margaret R. Frantz*
1986  Virginia T. Shea
1985  Betty Jo Hopkins
1984  Anthony J. Felicetti
1983  John J. Trevisan

President’s Award

2008  Richard Degus
2007  Robert Cunningham
2006  Beverly Clark
2005  Colette Fegan
2004  Elree Rylees
2003  Sherrill Ison
2002  Steven Weider
2001  Patrick Bates
2000  Millie Lewis
1999  William Gruhn

Faculty
Abbott, Christine D., Professor of Mathematics (1986) B.S., State University of New York, College at Brockport; M.S., Syracuse University
Adams, Carol H., Professor of Transitional Studies (1978) B.A., Michigan State University, M.S.Ed., City University of New York, Queens College
Adrian, Suzanne, Assistant Professor of History (2005) B.A., Ramapo College of N.J.; M.A, Rutgers University
Alampi, John, Assistant Professor of Office and Computer Programs (1996) B.S., State University of New York at Brockport; M.S., State University of New York at Brockport
Alas, Jorge, Assistant Professor of Foreign Languages (2001) B.A., M.S.Ed., State University of New York, College at Brockport
Ambrosio, Frank J., Associate Professor of Electrical/Instrumentation (1979), A.A.S., Monroe Community College; B.S.E.E.T., Rochester Institute of Technology
Andolino, Louis, Associate Professor of History/Political Science (2005), A.A.S., Monroe Community College; B.S., Rochester Institute of Technology; M.A., Kent State University
Annesi, Lori A., Assistant Professor, Library, A.S., Monroe Community College; B.A., State University of New York, College at Brockport; M.L.S., State University of New York at Buffalo
Aquila, Kimberly C., Assistant Professor of Nursing (1989), B.S.N., University of Virginia; M.S.N., University of Rochester; M.S., Hunter College
Armstrong, Rebecca A., Instructor (2009), B.A., Colgate University; M.S.Ed., St. John Fisher College
Avery, Jannette, Associate Professor of Mathematics (1989), B.S., Roberts Wesleyan; M.A., State University of New York, College at Brockport
Bailey, Dudley L., Instructor, Physical Education/Recreation Leadership (1982), B.S., University of Colorado

*Deceased
Trustees and College Personnel

Baker, Ellen, Associate Professor, Transitional Studies (1997), B.S., Ashland University; M.S., State University of New York, College at Brockport

Barone, Jessica, Assistant Professor of Chemistry/Geosciences (2001), B.A., State University of New York, College at Geneseo; M.S., Ball State University

Bardques, Char Guess, Assistant Professor; B.S., M.S.Ed., B.S., Central State University; M.S., State University of New York, College at Brockport

Bartell, Michelle M., Associate Professor of Hospitality (1997), B.S., Rochester Institute of Technology; M.A., State University of New York at Brockport

Bartholome, Lynn, Associate Professor of English/Philosophy (1999), A.A., Valencia Community College; B.S., University of Central Florida; B.A., University of Central Florida; M.A., Florida State University; Ph.D., Florida State University

Bartkovich, Jeffrey P., Professor (1991), B.A., Western Connecticut State University; M.I.S., University of Texas; Ph.D., University of Virginia

Basinski, Mark, Assistant Professor of Counseling (2004), B.A., State University of New York at Buffalo; M.S.Ed., State University of New York, College at Brockport

Basnayake, Eraj, Assistant Professor of Mathematics (2003), B.S., MAMS., M.S., University of Georgia

Batistta-Provost, Shirley, Assistant Professor, A.S., Monroe Community College; B.A., M.S., Rochester Institute of Technology

Beech, Donald, Assistant Professor, English for Speakers of Other Languages (1983), B.A., Wittenberg University; M.A., University of Rochester

Behrens, George W., Associate Professor of Automotive Technology (1985), B.A., M.S., State University of New York, College at Brockport

Belair, Susan, Assistant Professor of Sociology (1995), A.A.S., Monroe Community College; B.S., Nazareth College; M.A., Syracuse University

Bellavia, Mark, Instructor of Mathematics (2009), B.S., St. John Fisher College; M.S., Rochester Institute of Technology

Belle-Isle, G. Christopher, Professor (1975), A.S., Monroe Community College; B.S., M.B.A., Rochester Institute of Technology

Benjamin, Aethia, Lecturer of Art, B.F.A., M.F.A., Rochester Institute of Technology

Bennett, Kelley L., Instructor (2001), B.A., Nazareth College; M.S., University of Rochester

Benz, Ilene, Associate Professor of Visual and Performing Arts (1999), B.S., State University of New York College at Brockport; M.P.A., State University of New York College at Brockport

Berking, Laurence N., Assistant Professor of English for Speakers of Other Languages (1991), B.A., Harvard University; M.A., Ohio University.

Biere, Lisa, Assistant Professor of Transitional Studies (2007), B.S., M.S., State University of New York, College at Geneseo

Biehler, Christopher, Assistant Professor of Business Administration/Economics, B.S., LeMoyne College; M.S., Nazareth College

Blake, Thomas, Instructor of English/Philosophy, B.A., Hampden-Sydney College; M.A., Mississippi College; Ph.D., Auburn University

Blacklaw, Stuart, Professor of Communication, B.A., Olivet College; M.A., University of Michigan; Ph.D., Capella University

Blanchard, Charlene, RDH, Professor of Dental Studies (1978), A.A.S., Ferris State College; B.S.Ed., University of Michigan; M.S., State University of New York, College at Albany

Blew, Lauren, Instructor of Business Administration/Economics, B.A., M.A., Pennsylvania State University

Boester, Michael, Assistant Professor of Chemistry/Geosciences (2001), A.A., Kaskasia College; B.S., M.A., Southern Illinois University

Boettich, Christian, Assistant Professor of Office and Computer Programs (2001), B.A., University of Rochester; M.S., University of Rochester

Bogdanovska, Jasna, Instructor of Visual and Performing Arts, B.A., M.A., Rochester Institute of Technology

Bolton, Patrick, Lecturer of Precision Machining (1993), Tool and Die Certificate, Rochester Institute of Technology; New York State Journeyman Instrument Maker; New York State Journeyman Toolmaker; B.S., State University of New York at Oswego

Bonadonna, Peter, Lecturer of Emergency Medical Services, A-EMT-IV IV (Paramedic), Erie Community College; A-EMT – III (Pre-Hospital Critical Care Technician

Boni, David, Associate Professor of Transitional Studies (1995), B.A., University of Rochester; B.A., St. John Fisher College; M.S., Nazareth College

Bouk, Gail, Associate Professor of English (2000), B.A., Empire State College; M.A., State University of New York at Brockport

Bower, Marsha, R.D.H., Associate Professor of Dental Studies (1989), A.A.S., Monroe Community College; A.A.S., Rochester Institute of Technology; B.S., Rochester Institute of Technology; M.A., State University of New York College at Brockport; C.D.A.

Brandt, Maria, Assistant Professor of English (2003), B.A., Providence College; M.A., Ph.D., Boston College

Brennan, Paul, Associate Professor of Precision Machining (1997), Tool and Die Certificate, Rochester Institute of Technology; New York State Journeyman Machinist; New York State Journeyman Toolmaker; B.A., State University of New York at Fredonia; M.S., Rochester Institute of Technology

Britton, Michael, Instructor of Health and Physical Education (2007), B.S., Syracuse University; M.S., Madison University Distance Education

Brooks, Douglas, Associate Professor of English (1989), A.S., Monroe Community College; B.A., Empire State College; M.A., State University of New York, College at Brockport

Brunett, Peter, Instructor of Law Enforcement, B.S., M.S., State University of New York, College at Buffalo

Bulin, Judith G., Professor of Business Administration/Economics (1982), B.A., State University of New York, College at Geneseo; M.B.A., Rochester Institute of Technology; Ph.D., State University of New York at Buffalo
Burger, Frederick, Assistant Professor of Communication (2001), A.A., Orange County Community College; B.S., State University College at Buffalo; M.S., Rochester Institute of Technology

Burgess, Patricia M., Professor of Mathematics (1984), A.S., Community College of the Finger Lakes; B.A., Eisenhower College of Rochester Institute of Technology; M.S., Syracuse University

Burke, Donna C., Associate Professor (1991), B.S., State University of New York at Cortland; M.Ed., Teachers College, Columbia University

Burns, Gerald F., Head Men's' Basketball Coach, B.S., Castleton State College

Burns, Amy, Assistant Professor of Transitional Studies (2003), B.A., Ithaca College; M.S., Columbia University

Burns, Gerald F., Head Men's Basketball Coach, B.S., Castleton State College

Calhoun, Aimee L., Associate Professor of Mathematics (1995), B.S., State University of New York at Fredonia; M.A.; State University of New York at Binghamton

Callan, Patrick, Associate Professor of English, B.A., SUNY Geneseo, M.A., SUNY University at Buffalo

Callan, Stasia J., Professor of English (1967), B.A., Nazareth College; M.A., State University of New York, College at Geneseo

Camfield, Ellen, Assistant Professor of Psychology (2004), B.A., University of Rochester; Ph.D., University of Pittsburgh

Cardillo, Karen M., Professor of Health and Physical Education (1983), B.S., Alfred University; M.S., University of Rochester

Carlson, Susan, Assistant Professor of Nursing (2001), A.S., Corning Community College; B.S., State University of New York, College at Brockport; B.S., State University of New York, College at Brockport; M.S., University of Rochester

Carlson, Linda, Instructor of Mathematics (1992), B.S., Michigan Technological University; M.S., Rochester Institute of Technology

Casalino-Adams, Christine N., Associate Professor (2000), B.S., State University of New York at Oswego; M.S.Ed., State University of New York at Brockport

Cater, Donald, Assistant Professor of Mathematics (2005), B.A., State University of New York, College at Geneseo; M.S., State University of New York, College at Brockport

Chakravarthy, Jayalaxmi, Assistant Professor of Office and Computer Programs (2005), B.S., M.S., India


Christensen, Natasha Chen, Instructor of Sociology (2009), B.A., Baylor University; M.A., Ph.D., University of California, Los Angeles

Ciambor, Thaddeus J., Associate Professor, Library (1999), B.A., M.L.S., State University College at Buffalo

Clarke, Charles R., Professor of Psychology (1971), B.A., St. John Fisher College; M.S., State University of New York, College at Brockport

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Coffey, James, Associate Professor of Communication (1991), B.S., M.S., State University of New York, College at Brockport

Coffey, Karen, Associate Professor of Visual and Performing Arts (1999), A.S., Monroe Community College; B.S., State University of New York College at Cortland; M.A., Nazareth College

Collinge, Peter W., Professor of Mathematics (1987), B.A., Michigan State University; M.A., State University of New York, College at Brockport

Collins, Kimberley, Instructor of Transitional Studies, M.A., Syracuse University

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Connell, Bonnie, Professor of Mathematics (1987), B.S., M.S., State University of New York, College at Brockport

Connett, Richard J., Professor of Biology (1991), B.A., Park College; Ph.D., Duke University

Conte, Anthony, Assistant Professor of Business Administration/Economics (1987), B.S., Boston University; M.B.A., Babson College; C.P.A.

Cooper, M. Thomas, Professor of Art (1968), B.A., M.A., University of Rochester; M.S., State University of New York, College at Geneseo, Ph.D., Syracuse University, Fulbright Scholar, 1994-1995, People's Republic of China

Coriddi, Russell, Lecturer of Law Enforcement, B.S., Roberts Wesleyan College


Cottrell, John, Assistant Professor of Chemistry/Geosciences (2001), B.S., Colgate University; M.S., University of Rochester; Ph.D., University of Rochester

Cox, Donna H., Professor of English (1985), B.S., West Virginia State College; M.A., West Virginia College of Graduate Studies

Crommiller, James, Instructor of Biology, B.S., John Carroll University; M.A., State University College of Arts and Sciences

Crum, Marjorie, Assistant Professor of Visual and Performing Arts (2003), M.S., B.F.A., Rochester Institute of Technology

Cunningham, Robert, Associate Professor, (1983), B.S., Empire State College

Cupello, Nelson, Assistant Professor of Physical Education (1990), B.S., State University of New York College at Brockport; M.S., United States Sports Academy

Czaja, Pamela M., Assistant Professor; Library, B.S., Daemen College; M.L.S., State University of New York at Buffalo

D’Alessandris, Paul, Professor of Physics/Engineering Science (1990), B.S., Carnegie-Mellon University; M.S., Harvard University

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Damerell, Julie, Assistant Professor of Transitional Studies (2001), B.A., State University of New York at Buffalo; M.S., State University of New York at Buffalo

D'Arpino, Lenore, Assistant Professor of English as a Foreign Language, B.A., State University of New York, College at Geneseo; M.A., State University of New York, College at Brockport

Davis, Roberta, Instructor of Psychology, M.S., Villanova University

Dean, Judy, Assistant Professor of Mathematics, M.A., State University of New York, College at Brockport

DeFelice, Robert J., Professor of English (1993), B.A., Nassau Community College; B.A., State University of New York at Albany; Ph.D., State University of New York at Buffalo

Del Rio, Elena, Associate Professor of

Delfino, Rocky, Assistant Professor, Health and Physical Education (2002), B.S., State University of New York, College at Cortland; M.S., State University of New York, College at Brockport

Dilai, Elena, Associate Professor of Mathematics (2005), B.S., M.S., Lviv Ivan Franko State University, Ukraine

Dimino, Renee, Instructor of Transitional Studies, B.S. Ed., State University of New York, College at Geneseo; M.S. Ed., State University of New York, College at Brockport

Dion, Audra G., Assistant Professor (2003), B.A., St. John Fisher College; M.S.Ed., State University College of New York, College at Brockport

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</tbody>
</table>
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Morton, Ann, Instructor of Anthropology (2002) B.A., Drew University; Ph.D., University of Edinburgh
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Clark Hugh D. (C.D.P.) (1963-1974), Professor of Computer Information Systems

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Wells, Thomas A. (1968-1995), Professor of Geosciences
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Monroe Community College

Brighton Campus
1000 East Henrietta Road
Rochester, NY 14623

To reach the MCC Brighton Campus from:

the West (Buffalo)
Take Thruway 90 east to exit 46; take 390 north to exit 16, the second East Henrietta Rd. (Rt. 15A) exit; turn left and continue south on 15A for about 1/2 mile to the main campus entrance.

the East (Syracuse)
Take Thruway 90 west to exit 46 and proceed according to the West (Buffalo) directions.

the South (Geneseo)
Take 390 north to Rochester and proceed according to the West (Buffalo) directions.

Brockport/Spencerport
Take Route 31 east to 390 south; take exit 16B (East Henrietta Rd. - Rt. 15A); turn right and proceed according to the West (Buffalo) directions.

Finding your way at MCC

1. Peter A. Spina Administration Building
2. LeRoy V. Good Library
3. R. Thomas Flynn Campus Center
4. Communication/Theater
5. North Faculty Tower
6. Registration/Financial Services
7. Sciences
8. South Faculty Tower
9. The Gleason Hall of Science & Technology
   The Walk Center for Excellence in Nursing
9a. Modular Building
10. Samuel J. Stabins
11. Learning Centers
12. Fine Arts Building/Mercer Gallery
21. Facilities Purchasing/Receiving
22. Richard Guon Child Care Center
23. Applied Technologies Center
30-33. Alice Holloway Young Commons
   Residence Halls
50-53. Alice Holloway Young Commons
   Residence Halls
50. Pioneer Hall
51. Alexander Hall
52. Tribune Hall
53. Canal Hall

www.monroecc.edu/go/maps
To reach the MCC Damon City Campus from:

**From the East**
- Take 490 West to Downtown
- Exit Clinton Ave.
- Continue on Clinton Ave - go four traffic lights to East Main Street (the campus is located to the right on the corner of East Main St. & Clinton Ave.)
- Cross East Main Street and park in St. Joseph Garage, located directly behind the Sibley Building.
- Enter the Sibley complex from the 1st or 3rd floor of the St. Joseph Garage.
- Take the elevator or escalator to Damon City Campus, located on the 4th and 5th floor.

**From the West**
- Take 490 East to the Inner Loop (the Inner loop is accessed from the left lane - adjacent to Frontier Field.)
- Exit St. Paul Street
- Turn right on St. Paul Street
- Continue on St. Paul Street - pass two traffic lights
- Turn left on Mortimer Street - (St. Joseph Parking Garage is located at the end of Mortimer Street)
- Park in St. Joseph Garage
- Enter the Sibley Complex from the 1st or 3rd floor of the parking garage.
- Take the elevator or escalator to the Damon City Campus, located on the 4th and 5th floor.

**From the Brighton Campus**
- Travel north on East Henrietta to South Ave.
- Travel on South Ave. to Mt. Hope Boulevard; turn right
- Go one block to Clinton Ave and turn left onto Clinton Avenue
- Continue on Clinton Ave. - go four traffic lights to East Main Street (the Campus is located to the right on the Corner of East Main Street and Clinton Ave).
- Cross East Main Street and park in the St. Joseph Parking Garage, located directly behind the Sibley Complex
- Enter the Sibley Complex from the 1st or 3rd floor of the parking garage
- Take the elevator or the escalator to Damon City Campus, located on the 4th and 5th floors.
Administrative and Academic Departments

General Information: 585.292.2000

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*Damon City Campus