All courses of instruction at Finger Lakes Community College are registered with the Office of Higher Education of the State Education Department. Finger Lakes Community College is accredited by the Commission on Higher Education of the Middle States Association of College and Schools, 3624 Market Street, Philadelphia, PA 19104-2680; Phone: (215) 662-5606. The Finger Lakes Nursing Program is accredited by the National League for Nursing Accrediting Commission. The Gemini Program is accredited by the National Alliance of Concurrent Enrollment Partnerships. The Paralegal Program is accredited by the American Bar Association.

The documents describing the accreditation by (1) the Commission on Higher Education of the Middle States Association of Colleges and Schools; (2) the National League for Nursing Accrediting Commission; (3) the National Alliance of Concurrent Enrollment Partnerships and (4) the American Bar Association can be reviewed by request at the reserve desk in the College’s Library.

All information in this catalog was current on the date of publication; however, Finger Lakes Community College reserves the right to change programs, course descriptions, faculty, tuition and fees, and / or college policies as directed by the State University of New York or the Board of Trustees of Finger Lakes Community College without prior notice. Any such changes, additions, deletions, etc. will be published separately and will be available through the Admissions Office.

Volume XXXX, Number 1
August, 2010

Member College of the State University of New York

Finger Lakes does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, sexual orientation, disability, or veteran status in its educational programs, admissions, activities, or employment policies.
## TABLE OF CONTENTS

(For complete listing please see Index)

### General Information
- Overview, History .......................................................................................................................... 2
- Institutional Philosophy ....................................................................................................................... 3
- Learning Outcomes ............................................................................................................................ 5
- Graduate Statistics ............................................................................................................................. 5
- Degrees and Certificates Awarded ........................................................................................................ 7

### Admission Policy
- Requirements .......................................................................................................................................... 10
- Procedures ........................................................................................................................................... 12
- Admission Status ............................................................................................................................... 13
- Transfer Students ............................................................................................................................... 13
- Full-time Students ............................................................................................................................. 14
- Part-time Students ............................................................................................................................. 14
- Second Associate Degree Program ................................................................................................... 14
- Basic Skills Assessment Program ..................................................................................................... 14
- Ability to Benefit Testing ................................................................................................................... 15
- Immunization Requirements .............................................................................................................. 16
- Early Admissions ............................................................................................................................... 16
- College Courses for High School Students ....................................................................................... 17
- Gemini ................................................................................................................................................ 17
- 3 - 1 - 1 ............................................................................................................................................ 17
- Carl D. Perkins Title II Grant ............................................................................................................. 18
- Home School Initiative ......................................................................................................................... 18
- Students Under the Age of 16 ............................................................................................................ 18
- United States Air Force ROTC .......................................................................................................... 19
- Credit by Examination, Contract Study, Prior Learning Experiences ............................................. 20
- High School Equivalency Diploma (G.E.D.) ...................................................................................... 22

### Tuition and Fees
- Tuition and Fee Schedules ................................................................................................................. 24
- Pre-admission Deposit, Methods of Payment ....................................................................................... 25
- Delinquent Accounts ............................................................................................................................ 26
- Hardship Deferrals ............................................................................................................................... 27
- Course Drop/Withdrawal ..................................................................................................................... 27
- Charges Policy ....................................................................................................................................... 28
- Tuition Refund ..................................................................................................................................... 28
- Disbursement of Title IV Funds .......................................................................................................... 29
- Federal Financial Aid Award Program Participants ........................................................................... 29
- Property Damage .................................................................................................................................. 30
- Certificate of Residence ......................................................................................................................... 31
- Transcripts ............................................................................................................................................. 31
- Cross Registration ................................................................................................................................. 31
- Overload Policy .................................................................................................................................... 32
- Course Audit .......................................................................................................................................... 32
- Senior Citizens ....................................................................................................................................... 32

### Financial Aid
- How to Apply .......................................................................................................................................... 33
- Financial Assistance (Scholarships, Grants, Loans) ............................................................................. 34
- Eligibility Requirements ......................................................................................................................... 35
- Payments of Awards ............................................................................................................................... 35
• Cost of Attendance .......................................................... 36
• Veterans’ Benefits ............................................................ 36

Finger Lakes Community College Foundation, Inc. ............................................. 37
• Scholarships ................................................................. 38

Statements of General Policies and Procedures ............................................... 42
• Cultural Diversity ............................................................ 43
• Equal Opportunity, Affirmative Action ................................................. 43
• Religious Beliefs ........................................................................ 43
• Sexual Harassment Policy .......................................................... 44
• Family Educational Rights (FERPA) .................................................. 45
• Drug Free Workplace / Campus Policy .............................................. 45
• Smoking Policy .......................................................................... 46
• Children on Campus ................................................................... 46
• Student Code of Conduct Policy and Grievance Procedures ................ 46
• College Closing ......................................................................... 47
• Campus Crime Reporting and Statistics ........................................... 47
• Parking and Traffic Regulations .................................................... 47

Student Affairs ............................................................ 48
• The Center for Advisement and Personal Development ...................... 49
  Advisement and Skills Assessment ................................................ 49
  Personal Development .................................................................. 49
  Transfer Services ......................................................................... 50
• Career Services .......................................................................... 50
• Educational Opportunity Program .................................................. 51
• Crisis Response Team .................................................................. 51
• Student Health Services ............................................................. 51
  Students with Special Needs (Physical and Learning Disabilities) ....... 52

Student Life ............................................................... 53
• Student Corporation, Campus Activities Board .................................. 54
• Clubs and Activities ..................................................................... 55
• FLCC Association, Inc. ................................................................ 55
  Finger Lakes SUNY ID Card ......................................................... 55
  Child Care Center ...................................................................... 55
  Campus Book Store ..................................................................... 55
  Dining Services .......................................................................... 56
  Athletics ....................................................................................... 56
  Student Wellness / Recreation ....................................................... 56
  Auxiliary Services ....................................................................... 56
• Student Housing ......................................................................... 57

Institutional Support Services ............................................................... 58
• Library, Educational Technology Center .......................................... 59
• Developmental Studies Department (Academic Support, Peer Tutoring, Adult Basic Education) ........................................................................ 60
• The Write Place ........................................................................... 60
• Computer Resources .................................................................... 60
• Gladys M. Snyder Center for Teaching and Learning ..................... 62
• Campus Centers ......................................................................... 62

Community Affairs ........................................................... 64
• Internal and External Communications ........................................... 65
• Continuing Education ................................................................ 65
• Finger Lakes Television .............................................................. 65
Environmental Studies ............................................................... 131
Fine Arts .................................................................................. 134
Human Services ....................................................................... 137
Information Systems ................................................................. 140
Music ....................................................................................... 143
Music Recording Technology .................................................... 146
New Media ............................................................................... 149
Physical Education Studies ....................................................... 152
  Coaching Certification ............................................................. 154
Sports and Tourism Studies ....................................................... 155
  Associate in Applied Science .................................................. 158
  Business—Accounting .............................................................. 159
  Business—Business Administration .......................................... 162
  Business: Office Technologies—Administrative Assistant ........ 165
Chemical Dependency Counseling ............................................ 168
Criminal Justice ....................................................................... 170
Emergency Medical Technician-Paramedic ............................... 174
e-Commerce ........................................................................... 178
Fisheries Technology ................................................................. 181
Game Programming and Design ................................................ 184
Graphic Design ........................................................................ 187
Hotel & Resort Management ..................................................... 190
Information Technology ............................................................ 193
Instrumentation and Control Technologies ............................... 198
Marketing ................................................................................ 201
Mechanical Technology: Architectural Design & Drafting .......... 204
Mechanical Technology: Mechanical Design & Drafting .......... 207
Natural Resources Conservation ............................................... 210
Natural Resource Conservation: Law Enforcement .................. 213
Nursing .................................................................................... 216
Ornamental Horticulture—Landscape Development .................. 224
Paralegal .................................................................................. 229
Therapeutic Massage/Integrated Health Care ............................ 232
Tourism Management ............................................................... 235
Viticulture and Wine Technology .............................................. 238

Certificates
  Applied Computer Applications ................................................ 197
  Criminal Justice .................................................................... 173
  Emergency Medical Technician—Paramedic ......................... 177
  Information Security ............................................................... 197
  Office Technology .................................................................. 167
  Ornamental Horticulture ........................................................ 226
  Outdoor Recreation .................................................................. 227
  Taxidermy ............................................................................. 227
  Teaching Assistant ................................................................. 111
  Wildland Fire Suppression ....................................................... 228

Course Descriptions .................................................................. 240

Administration, Faculty, Staff .................................................. 297
  • Boards: Trustees, FLCC Foundation, Inc., Supervisors ............ 316
  • Advisory Committees .......................................................... 317
  • State University of New York .............................................. 323

Index ....................................................................................... 325
GENERAL INFORMATION
GENERAL INFORMATION

OVERVIEW OF THE COLLEGE

Finger Lakes Community College provides a high quality educational experience that serves as a basis for life-long learning. Affordable tuition, grants, loans, and scholarships are available to provide open access to higher education. Through its transfer and career programs, the College provides a solid education that prepares students to be successful in meeting their academic and career goals. Transfer programs parallel the first two years of a four-year college or university, thus acting as a stepping stone for those who plan to pursue advanced study and training. Career programs help students achieve their goal of specialized education that will lead to satisfying jobs in a wide range of fields.

Finger Lakes Community College is proud of the many exceptional co-curricular opportunities available to students outside of the classroom. A wide variety of clubs bring students together who share mutual interests. Many extracurricular activities and events are planned through the Student Corporation to enhance and expand students’ social growth and awareness. Athletic events, theatre productions, and visiting lecturers and artists create a well-rounded, positive cultural environment.

Instruction is conducive to individual development and students at Finger Lakes Community College receive personal attention. The smaller-sized classes allow for close interaction between student and professor which, in turn, leads to a challenging, exciting, and rewarding teaching/learning environment. The highest priorities for the College’s faculty members are teaching, advising, and guiding students toward achieving their educational goals.

COLLEGE HISTORY AND UNIQUENESS

Finger Lakes Community College was established in 1965 as a unit of the State University of New York, under the sponsorship of Ontario County. It was created as a two-year, co-educational institution of higher learning serving the citizens of the county, region, and state.

The College opened in September 1967 offering specialized, non-credit courses under the Division of Continuing Education. The first full-time freshman class entered in January 1968. At that time, enrollment totaled 85 full-time and 125 part-time students. There were seven full-time faculty members.

Today, more than 6,600 full- and part-time students are enrolled. The College now employs approximately 300 full-time and 250 part-time faculty and staff.

Finger Lakes Community College provides an opportunity for students and faculty to work together to accomplish educational goals. Each student is seen as an individual, with diverse needs and unique strengths.

The 250-acre park-like campus is located adjacent to the scenic and recreationally-rich Canandaigua community, 45 minutes southeast of Rochester, in the heart of the Finger Lakes region. The multi-level campus includes science and computer laboratories, a simulated hospital nursing station, a recording studio and control room, a large music rehearsal hall, greenhouse, television studio, gymnasium, and fitness center. It also houses a state-of-the-art library, an art gallery, bookstore, and cafeteria. The College has embarked upon a major building project which includes a new Student Services Center (scheduled to open June 2011) and a renovation of our main classroom building which will add 26 modern classrooms and laboratories (scheduled to be completed by June 2012). The Student Services Center will include a 410-seat auditorium, an expanded cafeteria and bookstore, and space for student activities and the college’s Student Life offices. In addition, all enrollment services – Admissions, Financial Aid, Registrar, Bursar and Center for Advisement – will be reorganized.
into a One Stop Center, offering students a convenient, centralized location to address all of their enrollment needs. The beautiful foliage and tranquil, park-like setting of the campus have been preserved. Campus grounds include streams, ponds, nature trails, wooded areas, outdoor classrooms, athletic fields, and a number of scenic study spots, including an arboretum, gazebo, and picnic pavilion. A child care center is also located on campus grounds. Additionally, the 40-acre Muller Field Station, located near the southern end of Honeoye Lake, and the college’s new East Hill Campus, in Naples, provide students with unique outdoor experiences.

Finger Lakes College Suites offers modern, apartment-style student housing located just a short walk from classes and college activities. Finger Lakes College Suites is privately owned by the FLCC Association and operated by United Realty Management, Inc.

Finger Lakes Community College operates campus centers in Geneva, Victor and Newark, thereby serving the populations in the eastern and northern sections of its service area. The campus is also the site of the Constellation Brands Marvin Sands Performing Arts Center (CMAC).

MISSION AND VISION STATEMENTS
[Mission and Vision Statements Approved by Resolution #108 of Finger Lakes Community College Board of Trustees, December 10, 2007.]

MISSION STATEMENT
Finger Lakes Community College is a supportive, learning-centered environment that empowers our students, provides enriching life experiences, and enhances the quality of life throughout our community.

VISION
Finger Lakes Community College will be the college of choice for students and a dynamic regional learning resource, central to the cultural and economic vitality of the area.

FLCC fosters a learning-centered environment:
• a comprehensive, relevant curriculum focused on student learning outcomes
• a culture that recognizes learning as central to everything we do
• access initiatives that address barriers to participation faced by many potential community college students
• facilities and technology carefully designed to promote learning
• a climate that encourages and supports the professional development of employees
• dedicated faculty who encourage each student to reach his or her full potential

FLCC empowers our students and provides enriching life experiences:
• mentoring and community connections that encourage learning beyond the classroom
• opportunities to participate in interdisciplinary projects
• opportunities to cultivate an appreciation of the arts
• a focus on health and lifetime wellness
• exposure to broad perspectives to stimulate interest in the world and its people

FLCC enhances the quality of life throughout our community:
• commitment to modeling and teaching environmentally sustainable practices
• active outreach as stewards of the natural beauty of the area
• an appealing venue for the arts, enriching the cultural life of the region
• active involvement in community service activities
• programs that develop an educated workforce to support economic growth
• a vital partner in attracting and retaining talented workers and new businesses
FLCC STRATEGIC PLAN – 2008 – 2013

STRATEGIC GOALS

Learning & Student Success
To improve engagement, learning, and successful transfer/employment.

Strategic Growth
To increase the enrollment of traditional and non-traditional students within the College service area by identifying and addressing emerging educational needs and new markets.

Efficient & Effective Operations
To strengthen the College’s financial position by improving the efficiency and effectiveness of college programs and operations.

Community Value
To increase the College’s cultural and economic impact on the service area.

INSTITUTIONAL PHILOSOPHY

GENERAL EDUCATION
Finger Lakes Community College is committed to a comprehensive General Education program, based on long-standing institutional convictions. The College has developed eleven Learning Outcomes which Finger Lakes Community College graduates should demonstrate. The process of implementing the Learning Outcomes is seen as ongoing and leading to the continuous improvement of teaching and learning through feedback and interaction between faculty and students.

Writing
Students will:
• produce coherent texts within common college-level written forms
• demonstrate the ability to revise and improve such texts

Oral Communication
Students will:
• communicate appropriately and effectively for a given purpose within the specific context of a communication episode

Mathematics
Students will demonstrate the ability to:
• interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics
• represent mathematical information symbolically, visually, numerically and verbally
• employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems
• estimate and check mathematical results for reasonableness
• recognize the limits of mathematical and statistical methods

Computer Literacy
Students will:
• demonstrate knowledge of application software in the areas of research writing, spreadsheet management, professional presentations and information management
• identify and describe characteristics of a generic computer including hardware components and software capabilities

**Problem Solving (Critical Reasoning)**
Students will:
• identify, analyze, and evaluate arguments as they occur in their own or other’s works
• demonstrate well reasoned arguments
• demonstrate understanding of the methods used to investigate natural/physical and/or social phenomenon; including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and use of mathematical and interpretive analysis

**Citizenship**
Students will demonstrate:
• knowledge of a basic narrative of American history: political, economic, social and cultural, including knowledge of unit and diversity in American society
• knowledge of common institutions in American society and how they have affected different groups and understanding of America’s evolving relationship with the rest of the world
• demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization

**Global Concerns**
Students will:
• demonstrate knowledge of either a broad outline of world history, or the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization
• relate the development of Western civilization to that of other regions of the world
• demonstrate sustainable practices

**Information Resources**
Students will:
• locate, evaluate, and synthesize information from a variety of sources
• demonstrate proficiency in a variety of Web technologies and services that include security issues, advanced search techniques, available browsers, social networking, e-mail platforms, and web presence in a business environment

**Reading**
Students will:
• demonstrate the ability to comprehend, interpret, analyze and evaluate college-level materials

**Professional Competency**
Students will:
• demonstrate core knowledge in the discipline
• perform discipline specific skills according to stated criteria
• demonstrate professional behaviors
Ethics and Values (Valuing)

Students will:
• state his/her own values in a given situation
• demonstrate professional standards
• identify alternate courses of action in a given situation and the risks and benefits of each

Certain Learning Outcomes represent college-wide expectations (i.e. reading and writing) while others are program specific. Expectations of the latter Learning Outcomes will be varied and based on program goals and professional standards.

GRADUATE STATISTICS

The College surveys recent graduates to determine the subsequent education and employment success of alumni, together with their opinions about the contribution of their Finger Lakes Community College education to this success.

Responses from the most recent survey of graduates (2008) indicates that 97 percent of graduates with transfer degrees (A.A. and A.S. degrees) continued their education or are employed after completing study at the College. Seventy-one percent of graduates were attending college and 26 percent were employed.

Results from the same survey indicate that 95 percent of graduates with career degrees (A.A.S. degrees) continued their education or are employed after graduation.

More than half of Finger Lakes Community College graduates who continue their education attend SUNY four-year colleges or universities.

DEGREES AWARDED

Finger Lakes Community College is authorized by the Board of Regents of the University of the State of New York to grant the following degrees and certificates:

**Associate in Arts**
Liberal Arts and Sciences
Childhood Education (Teacher Education Transfer)

**Associate in Science**
Liberal Arts and Sciences
Biotechnology
Business - Business Administration
Communications
Computer Science
Engineering Science
Environmental Studies
Fine Arts
Human Services
Information Systems
Music
Music Recording Technology
New Media
Physical Education Studies
Sports and Tourism Studies
Associate in Applied Science
Business - Accounting
Business - Business Administration
Business - Office Technologies-Administrative Assistant
Chemical Dependency Counseling
Criminal Justice
e-Commerce
Emergency Medical Technician—Paramedic
Fisheries Technology
Game Programming and Design
Graphic Design
Hotel and Resort Management
Information Technology
Instrumentation and Control Technologies
Marketing
Mechanical Technology: Architectural Design & Drafting
Mechanical Technology: Mechanical Design & Drafting
Natural Resources Conservation
Natural Resource Conservation: Law Enforcement
Nursing (Leading to R.N. licensure)
Ornamental Horticulture-Landscape Development
Paralegal
Therapeutic Massage/Integrated Health Care
Tourism Management
Viticulture and Wine Technology

Certificates
Applied Computer Applications
Criminal Justice
Emergency Medical Technician—Paramedic
Information Security
Office Technology
Ornamental Horticulture
Outdoor Recreation
Taxidermy
Teaching Assistant
Wildland Fire Supression
ADMISSION POLICY

Finger Lakes subscribes to the Full Opportunity Plan of the State University of New York. Admission is open to any person whose academic potential, record, and/or qualifications suggest that the student may profitably pursue one of the programs of study offered by the College. Finger Lakes Community College does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, personal affiliations, disabilities, marital or veteran status in its admission policies.

The Admissions Office can be reached by calling (585) 785-1278 or by e-mail at admissions@flcc.edu. We recommend that students considering Finger Lakes Community College visit the campus and speak with an admissions counselor to gain a firsthand perspective of the College.

REQUIREMENTS FOR ADMISSION

The following is required of applicants who wish to become candidates for a degree at Finger Lakes Community College:

1. Submission of a complete Finger Lakes Community College Application for Admission. No application fee is required. (Although a Finger Lakes Community College application form is preferred, the State University of New York College Application form is also accepted.) Applicants who apply using the SUNY Application will be assessed an application fee (see SUNY Guidebook instructions). In addition, SUNY applicants are required to complete an Applicant Information Report (AIR) form, which the College will forward to the applicant.

2. Academic preparation appropriate for the desired course of study. (Students lacking prerequisites for entry into their program of interest may be advised to take courses designed to prepare them for course work in their chosen major.)

3. Proof of immunization is required for students born on or after January 1, 1957. Students taking six or more credit hours must also receive and respond to information on Meningococcal Meningitis disease (see page 16 for specific information). Within their Admissions Portfolio, applicants born after January 1, 1957 will receive a Certificate of Immunization form which must be completed and forwarded to Student Health Services. Those students who are accepted into the Nursing and Therapeutic Massage/Integrated Health Care Programs are required to submit a satisfactory health history/physical examination report completed by a physician. Students who intend to participate in intercollegiate sports must submit a satisfactory physical examination report to the Athletic Department.

4. Admission to the Nursing Program and Therapeutic Massage/Integrated Health Care Program is competitive. Students qualify for a review of their application upon completion of the following prerequisites:
   • Graduation from an accredited high school or a high school equivalency diploma.
   • High school students must have obtained a minimum overall GPA of 2.5 for Nursing and 2.0 for Therapeutic Massage.
   • Transfer students are required to submit official college transcripts from all institutions previously attended. A minimum GPA of 2.5 is required for Nursing and a 2.0 for Therapeutic Massage. (All major course requirements must be C or above.)
   • Any student required to take Basic Skills tests for English placement must place into ENG 101 to finalize acceptance into the Nursing program.
• Students who have completed major course requirements with grades below C must repeat the course and obtain a grade of C or better prior to consideration for admission.
• One unit of either high school biology (Regents recommended) or one semester of college biology.
• One unit of high school algebra or its college equivalent. This requirement is not satisfied for students who have completed a high school equivalency program (GED). GST 142 Fundamentals of Mathematics and Algebraic Skills or its equivalent must be completed prior to starting professional nursing coursework.
• One unit of high school chemistry (lab included) or the college equivalent to this course (nursing applicants only). Students without chemistry may be admitted provisionally to the Nursing Program; however, they must successfully complete CHM 102 Physical Science II or its equivalent prior to starting professional nursing coursework.

While students may qualify for review upon completion of the above prerequisites, applicants with the strongest academic credentials will have the greatest chance of admission. Additional information about selection criteria can be obtained from the Admissions Office. For consideration, students must have a complete application on file in the Admissions Office by February 1 of the year in which admission to the Nursing Program or the Therapeutic Massage/Integrated Health Care Program is being sought.

5. The deadline for students to matriculate into the College for the Fall semester is November 1, and for the Spring semester the deadline is March 1.

6. Home-Schooled Applicants: The Finger Lakes Community College policy for the admission of home-schooled applicants reflects policy guidelines approved by the State University of New York for all colleges and universities within the system. Home-schooled applicants must provide documentation of their home-schooled education in one of the following ways in order to complete their application for admission and be reviewed for acceptance to Finger Lakes Community College:
   a) Submit certification of a high school equivalent home instruction program to be provided by the superintendent of the school district in which the student resides.
   b) Complete the GED and submit the test scores.
   c) Submit transcripts showing successful completion of five prescribed Regents comprehensive exams.

   In addition, home-schooled applicants must provide to the Finger Lakes Community College Admissions Office a home-school transcript of work completed at the high school grade levels 9 - 12. (This does not apply to home-schooled students who have completed and submitted the GED.)

7. Applicants who have not earned a high school diploma or GED must complete “Ability to Benefit” (ATB) tests in reading, writing, and arithmetic. Those who take the ATB test must be 18 years old or one year past his/her high school graduation year and must achieve minimum scores on each test as required by Federal guidelines in order to gain admission. (This does not apply to Early Admissions College Level Programs. See page 16.) A non-high school graduate under the age of 18 may not apply for matriculation status. Students who wish to be considered as an exception to this policy should contact the Admissions Office. Additional requirements and information can be found in the catalog section addressing the “Ability to Benefit Testing.”
PROCEDURES FOR ADMISSION

1. Applicants must complete a Finger Lakes Community College application form and request that official high school and college transcripts be mailed to the Admissions Office. Applications can be completed on paper forms or on-line at www.flcc.edu. Completed application forms should be forwarded to the Admissions Office.

   - Current high school students applying for admission upon graduation should forward their completed application to the high school guidance counselor. The guidance counselor is responsible for completing Part F of the form and returning it with the student’s high school transcript to the Admissions Office. The applicant is responsible for forwarding a final, official high school transcript to the Admissions Office once his/her graduation has been recorded.

   - High school graduates must include an official high school transcript from an accredited high school with the application. Applicants who have submitted official transcripts showing completion of an associate or bachelors degree from an accredited college or university are not required to submit high school transcripts or a High School Equivalency Diploma.

   - Applicants with a High School Equivalency Diploma (G.E.D.) must complete the application. A copy of their High School Equivalency Diploma and test scores must accompany the application.

   - Applicants who have not earned a high school diploma, as well as those who have completed an Individualized Education Program (IEP) Diploma, should contact the Admissions Office for further information regarding the admissions process. Additional information regarding non high school graduates can also be found in the catalog sections addressing the “Ability to Benefit Testing” and “Requirements for Admission.”

2. The results of standardized tests such as the American College Test or the Scholastic Application Test may be submitted but are not requirements for admission. Such test results are not criteria for admission. However, applicants who submit standardized test scores and achieve the minimum score or higher may be exempt from the college’s Basic Skills testing in reading and writing.

3. All applicants are encouraged to visit campus for a group or individual admissions appointment before or after formal acceptance to the College. General information on the College, programs, financial aid, registration, etc., will be discussed, and the questions of prospective students will be answered. Campus tours are available.

4. The College does not have special academic programs for students with learning and physical disabilities. It does, however, provide support services to assist students with learning and physical disabilities in regular classes. Applicants are encouraged to notify the Admissions Office of this classification early in the application process. We will then be able to give the student appropriate information to help in the decision of whether or not Finger Lakes Community College has the services necessary to meet the individual’s needs. A copy of the fact sheet Procedures for Services to Students with Disabilities is available upon request from the Admissions Office, Student Health Services, or Developmental Studies Department.

5. Within the formal acceptance to the College, applicants will receive an Admissions Portfolio which will provide detailed instructions and a checklist regarding the enrollment process.
ADMISSION STATUS
All applicants will be notified in writing by the Admissions Office concerning their admission status. Admission may be conditional, pending the successful completion of any specific academic degree program prerequisites as indicated in this catalog. The Admission Committee begins to forward letters of acceptance in November to those applying for both the Fall and Spring semesters. Nursing and Therapeutic Massage applicants are notified in late March.

Felony Conviction/Disciplinary Dismissal
The College complies with the State University of New York Admissions Policy for Ex-Offenders. Applicants who have been convicted of a felony, suspended or dismissed from a college or university for disciplinary reasons must participate in an admissions review process which includes completion of a supplemental Admissions Review Form and, in some cases, an interview with the Admissions Review Board. This policy also applies to former students or applicants who have requested that the Admissions Office reactivate their matriculated status from a previous semester. Failure to disclose a felony conviction and/or disciplinary dismissal on the Admissions Application Form may result in expulsion from the College.

TRANSFER STUDENTS
Transferring Credits to Finger Lakes Community College
In addition to the regular Admission procedures, transfer students are responsible for submitting an official College transcript from each collegiate institution that they have attended. College-level work completed at an accredited, degree-granted institution will be evaluated for applicable transfer credit. Evaluation of credit appropriate for transfer is done on an individual basis. Grades of “C-” and higher are considered for transfer if the course work meets degree requirements. Only courses completed at Finger Lakes Community College are used in computing the cumulative Grade Point Average. Upon admittance, the student will be sent a transfer credit evaluation indicating the transfer credits awarded toward the student’s chosen degree program.

Residency Requirements
In order to be eligible to receive an associate’s degree from Finger Lakes Community College, transfer students must complete a minimum of 32 credit hours with FLCC. Students must also complete a minimum of 50% of the credit hours required in the intended discipline(s) of study at Finger Lakes (e.g.: computer science, criminal justice, ornamental horticulture, tourism management).

To receive a certificate a student must complete a minimum of 50% of the credits required at Finger Lakes.

Petition for waiver may be submitted by the department offering the discipline(s), on behalf of the student, to the Associate Vice President.

International Student Admissions
International students applying to the College must complete an International Student Admissions application packet to be considered for admissions. Admissions packets can be obtained by contacting the Finger Lakes Community College Admissions Office. Applicants must also submit an official TOEFL test score report and official transcripts. Official transcripts or diplomas that are not in English must be accompanied by an exactly worded and certified translation.

Completed international student applications must be received in the Admissions Office by December 1 to be considered for the Spring semester and by June 1 for the Fall semester.

The minimum TOEFL score necessary to be considered for admissions at Finger Lakes Community College is 450 on the paper-based examination or 133 on the computer-based examination.
ADMISSION FOR FULL-TIME STUDENTS
To become a full-time student (12 or more credit hours) at Finger Lakes Community College, application for admission must be made to the College. Contact the Admissions Office regarding application procedures. Exceptions to this policy will be reviewed on an individual basis.

ADMISSION FOR PART-TIME STUDENTS
To become a part-time student at Finger Lakes Community College, contact the Admissions Office regarding application procedures. Students enrolling in one or two courses do not need to immediately file a formal application for admission unless they are interested in receiving financial aid and/or being accepted into a specific degree program.

Part-time students interested in going beyond a few courses and/or who are seeking a degree should apply for admission to the College. It is strongly recommended that no more than 12 credit hours of college course work be completed before seeking formal acceptance to the College. Applications for admission to Finger Lakes Community College may be obtained from the Admissions Office.

ADMISSION FOR SECOND ASSOCIATE DEGREE PROGRAM
Currently enrolled students interested in obtaining a second degree should make application through the Registrar’s Office. Those not currently enrolled at the College should make application for a second degree through the Admissions Office.

For those who matriculated at the College effective with the Fall 1981 semester and thereafter (except for Certificate Programs), there must be a 15 credit hour difference in the requirements of the two degrees for approval of the second degree to be granted. If the two degrees are earned, they may be awarded concurrently.

BASIC SKILLS ASSESSMENT PROGRAM
In order to assess the skill levels with which students enter the College, all matriculated students are required to complete the College’s basic skills tests in reading comprehension and writing. Non-matriculated students wishing to enroll in ENG 101 must also take the basic skills tests. In addition, an algebraic skills test is administered to students entering math and science-related curriculums; and a music theory test is completed by students entering music and music recording technology degree programs.

Basic skills tests are offered on a regular basis, and students who have applied to FLCC are eligible to schedule a testing appointment. The current testing schedule, as well as sample questions, can be found on the College’s web site at www.flcc.edu/testing.

Students with physical disabilities who need special accommodations for testing should contact Student Health Services at (585) 785-1441. Students with learning disabilities who require special accommodations should contact the Disabilities Coordinator at (585) 785-1390.

Placement Guidelines
1. Basic skills testing will determine which of the following three English sequences students will pursue:

   (A) ENG 104 Freshman English I (Honors)*
       ENG 105 Freshman English II (Honors)
       *Students placed in the Honors sequence have the option of substituting the ENG 101/102 sequence.

   (B) ENG 101 Freshman English**
       ENG 102 Introduction to Literature
       **Students placed in ENG 101 who are enrolling in more than six credits should take the course in their first semester; if enrolling in six or fewer credits, ENG 101 should be taken during one of the first three semesters of attendance.
2. Students whose scores on the basic skills tests suggest the need for additional academic support will be required to complete a combination of courses designed to increase academic success. Some of the courses that may be required include GST 121 Effective Reading, GST 116 Introduction to College Study Strategies, and GST 101 First Year Seminar. Full-time students will enroll in these courses during their first semester of attendance. Part-time students must enroll in the courses within their first two semesters of attendance.

3. Music and Music Recording Technology students who score below a specific cutoff point on the music theory test will be required to enroll in courses that are designed to help them succeed by providing a foundation of music knowledge. Such students will be unable to complete their degree within four semesters.

Exemption Criteria
Students will be exempt from completing the reading and writing portions of the test if they are high school graduates and have one of the following:

- credit for completion of a course equivalent to ENG 101, Freshman English, with a grade of C- or better. The student must provide documentation of successful completion of the equivalent course prior to registration.
- Advanced Placement (AP) credit for ENG 101 Freshman English. The student must provide documentation of AP credit prior to registration.
- An associate’s or bachelor’s degree.
- An SAT verbal score of 500 or higher OR an ACT English/Writing score of 21 or higher. Proof of score must be submitted to FLCC’s Admissions Office.

Students who are exempt from the reading and writing portions of the test, but who need to complete the algebraic skills or music theory test, should make arrangements with the Center for Advisement and Personal Development at (585) 785-1267.

ABILITY TO BENEFIT TESTING
Applicants who have not earned a high school diploma or GED must complete “Ability to Benefit” tests in reading, writing, and arithmetic. (See requirements for Admission, page 11, number 7). In addition, students pursuing certain degree programs may be required to take additional tests, such as music theory or algebraic skills.

Upon successful completion of the Ability to Benefit tests with the minimum required scores, students may be accepted to the College. While passing the ATB test is an admission requirement, obtaining the GED or the equivalent courses is a requirement to graduate from Finger Lakes Community College. Admitted students will be required to enroll in a combination of courses designed to increase academic success. These may include (but are not limited to) GST 121 Effective Reading, GST 116 Introduction to College Study Strategies, and/or GST 101 First Year Seminar, and/or GST 102 College Composition.

“Ability to Benefit” tests are offered on a regular basis. The current test schedule, as well as sample questions, can be found on the College’s Web site at www.flcc.edu/ATB. A testing appointment can be scheduled by contacting the Center for Advisement and Personal Development at (585) 785-1267.

If a student has a physical and/or specific learning disability and needs special accommodations, the student should contact one of the following offices: Developmental
IMMUNIZATION REQUIREMENTS FOR COLLEGE STUDENTS
New York State Public Health Law 2165 requires students attending college within New York State, taking six (6) or more credit hours, to show proof of immunity* against measles, mumps and rubella.

Persons born before January 1, 1957 are exempt.

Proof of immunity must be provided in order to register as a full-time student (12 or more credit hours) or part-time student (6-11 credit hours) at Finger Lakes. Law will not permit continued attendance by individuals failing to present the required proof by the 30th day of the semester. Students who have not submitted proof of immunity by the 30th day will be administratively withdrawn from classes.

Students who have been administratively withdrawn for lack of compliance with the N.Y.S. Immunization Law and are seeking to be reinstated must contact Student Health Services.

Noncompliance can jeopardize course completion, future registrations, and financial aid eligibility. Students administratively withdrawn from classes, due to their failure to comply with the law, will not be granted refunds of tuition or fees. (Please refer to the section on Tuition and Fees for further information concerning financial obligations.)

In the event that an outbreak of one of the illnesses noted above occurs, access to College facilities will be restricted only to those having proof of immunity.

Persons requiring additional information or having questions relative to health or religious matters, should direct their inquiries to Student Health Services or call (585) 785-1297.

Meningitis Response Requirements
Effective August 15, 2003, New York State also requires that all students enrolled in 6 or more credits (except Gemini) receive information on meningococcal meningitis disease and vaccine availability. The student or parent of a minor child must sign and return to Student Health Services a form indicating that they have received the meningitis information, and have either (1) had the vaccine, or (2) decline to receive the vaccine. The meningitis response form and information can be obtained from: www.flcc.edu/offices/student_health/immunization.html.

*Proof of Immunity:
Measles (two doses of live measles vaccine given 1968 or after [the first dose must have been given on or after 12 months of age. The second dose must have been given on or after 15 months of age], or physician-documented history of disease, or serologic evidence of immunity).

Rubella (one dose of live rubella vaccine received on or after the first birthday, or serologic evidence of immunity).

Mumps (one dose of live mumps vaccine on or after the first birthday, or a physician-documented history of the disease, or serologic evidence of immunity).

EARLY ADMISSIONS
College Level Program
The College offers the high school senior an opportunity to earn college credit on a part-time or full-time basis. The Early Admissions Program is designed for the senior who has completed most required high school courses. Early Admissions students are not eligible for financial aid.

Part-time Study: The high school senior is still enrolled in a high school program while taking one or two college courses during the morning, afternoon, and/or evening. Written permission must be secured from the high school guidance counselor or the principal. The high school senior must register and pay the tuition fee at regular college registration times. Immunization requirements will apply to high school seniors.
Full-time Study: The high school senior attends the College on a full-time basis and uses college credits to complete high school graduation requirements. Written permission from the high school guidance counselor or the principal must be submitted and must include a list of Finger Lakes Community College courses required for high school graduation. Seniors should follow the standard college admissions procedures and must schedule an “Ability to Benefit” test through The Center for Advisement and Personal Development. Upon successful completion of these procedures a student will be reviewed for admission as a degree student.

For further information, contact the Office of Admissions at (585) 785-1278.

COLLEGE COURSES FOR HIGH SCHOOL STUDENTS

Gemini: Concurrent Enrollment Program

Finger Lakes Community College and area high schools partner to provide eligible high school students with the opportunity to receive college credit at an affordable cost. Qualified high school teachers are approved by Finger Lakes Community College and deliver the college course in their school.

Gemini is a viable option to provide students with more course options, alleviate the high stakes testing associated with AP and IB courses, and provide the academic edge needed for acceptance into highly selective colleges.

Students in the Gemini Program are part-time Finger Lakes Community College students with library and other student privileges. As students, they have the opportunity to transfer their college credits to other college institutions (SUNY and private) by receiving an official Finger Lakes Community College transcript.

Finger Lakes Community College’s Gemini Program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), a nationwide organization with an established set of programmatic standards indicative of quality concurrent enrollment programs. Finger Lakes Community College is included in a charter group of four institutions to be the first accredited by NACEP.

Note: It is the prerogative of any receiving college whether to accept transfer credit. All students should keep a portfolio of their work and consult with their anticipated future college before taking a college course.

3-1-1

Through the 3-1-1 program, high school seniors take Finger Lakes Community College courses (Gemini & Articulated) in the morning at their high school. These students then travel to Finger Lakes Community College and take additional part-time college courses in the afternoon and evening at the College or its campus centers.

Canandaigua Academy, Marcus Whitman High School, Penn Yan Academy and Victor High School have participated in the 3-1-1 program. Eligible students must have completed their junior year and have an overall “B” average (80%) or above. 3-1-1 students can fully participate in all high school sports and activities. At the end of the year, they can earn college sophomore level status at Finger Lakes Community College.

The 3-1-1 program offers a savings of more than forty percent of Finger Lakes Community College’s traditional costs. Financial aid is not available for concurrently enrolled students; however, a payment plan is available.

A significant portion of this program is contingent upon future enrollment at Finger Lakes Community College. The articulated courses completed in 3-1-1 can only be transferred to Finger Lakes Community College. After matriculating to Finger Lakes Community College, the articulated courses are added to the student’s academic record. Therefore, to be more effective, students should attend Finger Lakes Community College upon graduation.
Carl D. Perkins Title II Grant
FLCC is a member of the Finger Lakes – Perkins Title II Consortium. This Consortium receives grant funding through the Carl D. Perkins Career and Technical Education Act to support secondary-postsecondary collaboration in select career fields. The grant initiative strives to provide students with “hands on” learning opportunities where students can earn college credit while still enrolled in high school. The grant also supports various professional development activities for high school and college faculty, counselors, and administrators.

Another objective of the grant is creating a seamless course of study that aligns high school and college coursework. To accomplish this, “Articulation Agreements” allow students to earn college credit by successfully completing a sequence of high school courses. Articulation Agreements are made between high school and college faculty to ensure a seamless academic transition from high school to college. Articulated credit is free of cost and is awarded when the student matriculates to Finger Lakes Community College. For additional information and to view participating schools, visit our website at www.flcc.edu/highschool.

Home School Initiative
The Home School Initiative is designed for students who are of high school age and receive home school instruction. This program is intended to supplement the student’s educational plan and to afford educational enrichment in courses and academic areas not available in the student’s home school setting. Students participating in the Home School Initiative enroll in selected courses, taught by FLCC faculty, as non-matriculated students earning college credit at an affordable cost.

For additional information on any of FLCC’s programs for high school students, visit our website at www.flcc.edu/highschool.

Students Under the Age of 16
Requests from individuals under the age of 16 to enroll in course work at Finger Lakes Community College will be reviewed on a case-by-case basis by the Director of Admissions. Permission will be granted based on the student’s academic and emotional preparedness for College-level work, completion of course prerequisites, and age appropriateness of course material. Appeals of decisions made by the Director of Admissions will be brought before the Vice President of Academic and Student Affairs. If permission is granted, the student would be permitted to enroll as a non-matriculated student only (i.e., non-degree seeking student.)

High school students enrolled in programs involving special articulation agreements between Finger Lakes Community College and area high schools are exempt from this policy.

Individuals under the age of 16 wishing to enroll for a course as a non-matriculated student should contact the Admissions Office at (585) 785-1278, for further details.

Procedures for Admission of Students Under the Age of 16:
1. Complete a mail-in (non-matriculated student) registration form.

2. Student and parent or guardian must meet with the Director of Admissions to discuss the student’s intent within the timeframe listed below. An appointment can be obtained by calling (585) 785-1278.
   - Summer session course: by June 1
   - Fall semester course: by August 1
   - Spring semester course: by January 1
3. Students should provide the following to the Director of Admissions at the time of the interview:
   a. A copy of the completed mail-in registration form.
   b. A written statement from the student explaining why he/she should be permitted to enroll in the selected course(s).
   c. A letter of recommendation from an adult other than the parents (preferably from a teacher or guidance counselor) addressing the student’s ability to perform college-level work and the student’s level of maturity.
   d. If the student plans to take a math or an English course, he/she will be required to first take the Basic Skills test administered by the Center for Advisement and Personal Development before approval will be given to register.

If the student has a learning or physical disability, appropriate documentation as outlined in the “Procedures for Services for Students with Disabilities” guide should accompany any requests for special testing accommodations. The above-mentioned guide can be obtained in the Admissions Office.

4. If a student under the age of 16 is granted permission to enroll in course work by the Director of Admissions, he/she will receive notification within five working days of the interview. At that time, the student will be responsible for submitting the completed mail-in registration form to the Registrar’s Office and fulfilling all other requirements listed on the form (i.e., payment of tuition and fees, validation of residency, and proof of immunization if applicable).

5. Admission decisions may be appealed to the Vice President for Academic and Student Affairs with a final decision rendered within 15 working days of the appeal.

**UNITED STATES AIR FORCE ROTC**

Through the Rochester Area Colleges consortium, full-time Finger Lakes Community College students are eligible to participate in the Air Force ROTC program and compete for scholarships. Students attend Air Force ROTC classes at Rochester Institute of Technology while enrolled at FLCC. Students awarded AFROTC scholarships are entitled to additional benefits including non-taxable monthly stipends and money for books. Students also have the opportunity to participate in Professional Development Training around the world during the summer months. Successful graduates are guaranteed at least four years of active duty leadership experience as Air Force officers. Contact information for details on classes and scholarship opportunities is provided below:

Air Force ROTC – Rochester Institute of Technology, Rochester, NY
Telephone: (585) 475-5197 or Toll Free at (877) 423-7682
Website: https://www.rit.edu/~w-afrotc/
CREDIT BY EXAMINATION, CONTRACT STUDY, AND PRIOR LEARNING EXPERIENCES

Finger Lakes Community College students come from diverse backgrounds and bring unique skills and knowledge to the College. There are a number of ways in which students may have acquired college level learning. These may include advanced placement high school courses, pursuit of personal interests, travel, service in the armed forces, reading and independent study, professional development, or work experience. When this knowledge parallels college course work, taking examinations is a way to prove that college level learning has taken place in order to receive credit toward a degree. A number of programs exist that design and administer examinations in college subject areas:

- Advanced Placement (AP)
- DANTES Subject Standardized Tests (DSST)
- Excelsior College Examinations
- College Level Examination Program (CLEP)
- Departmental Challenge Examinations
- International Baccalaureate

A maximum of 32 credit hours may be granted toward an FLCC degree through any combination of the above. Examination credit (except for Departmental Challenge Exams) is not included in the minimum of 32 credits which must be taken at FLCC in order to earn an FLCC degree and is not used in calculating a student’s grade point average. Students who have participated in these examination programs (except Departmental Challenge Exams) must have an official examination grade report sent to the Registrar’s Office for evaluation. Finger Lakes Community College utilizes the ACE (American Council on Education) recommendations for minimum scores, and number and type of credits awarded, for these examination programs.

The Advanced Placement Program, sponsored by the College Board, offers secondary students an opportunity to study one or more college-level courses and, depending on examination results, to receive advanced placement and/or college credit. A grade of three (3) or higher will qualify for credit.

DSST (DANTES Subject Standardized Tests) exams are given in liberal arts, business, and technology subjects. Finger Lakes Community College is a DSST testing center. Contact The Center for Advisement and Personal Development, at (585) 785-1267, for more information.

Excelsior College Examinations are offered in liberal arts, business, and nursing subjects. Registration is done directly with Excelsior College in Albany—www.excelsior.edu. Exams are scheduled and administered at a nearby Prometric Testing Center ®.

CLEP (College Level Examination Program) exams are offered in liberal arts and business areas. Registration is with the test center. See www.collegeboard.com/clep for more information and a list of test centers.

Earning Credit for Life Experience through Portfolio Assessment

Finger Lakes Community College acknowledges that learning does take place beyond the classroom and in other venues. Credit for life experience can be defined as the awarding of credit for learning that is acquired outside of the classroom/college environment. Therefore, students are invited to demonstrate that the course requirements, as outlined in the syllabus, have been fulfilled through their life experience. Students will provide substantive evidence that course learning outcomes have been achieved by completing a portfolio.
Students must be matriculated, in good academic standing, have a cumulative GPA of at least 2.0; and must have accumulated 12 college credit hours before receiving credit for life experience. In addition, students will be responsible for tuition of 50% of the in-state tuition rate per credit hour. See the Registrar’s Office for a list of courses approved for portfolio assessment.

**Departmental Challenge Examinations**

Departmental challenge examinations may be offered for college credit at the discretion of the individual department for any course that is not represented in the above examination programs. The exact nature of the examination is the responsibility of the department.

The student should consult with the respective department chairperson who will verify the applicant’s qualifications to take the departmental examination.

The student must receive a grade “C” or higher to receive credit. Each individual department will determine the level of proficiency it will accept. The candidate may not repeat examinations which have been failed. Credits will be recorded on the student’s permanent record with the notation, “Credit-by-exam.”

The cost of the examination will be a fee which will be equal to the cost of one credit hour of tuition regardless of the amount of credit involved. However, an additional fee will be charged in cases where there is a written examination plus a practical application. The cost of the examination cannot be included in the student’s regular credit load; this is an additional fee.

**Contract Study at Finger Lakes Community College**

**Independent Study**

Independent Study is designed to enable a student to conduct a special research project under the guidance of a faculty member. It is not intended to be a substitute for a regular course offering.

Proposals must clearly state the nature of the project, the frequency with which instructor and student meet, behavioral objectives, anticipated learning outcomes, and the method by which the student will be evaluated.

No student may pursue more than a total of six (6) credit hours under Independent Study while earning any associate degree. All proposals must conform to the rules of standard written English.

Any exception to the above-stated requirements may be granted only through permission of the Associate Vice President. Students registering for Independent Study are cautioned to await approval of the Associate Vice President before commencing any of the actual course work.

The student eligibility requirements for an Independent Study project are:

1. The Independent Study credit hours must be included in the regular semester load.
2. The grade issued for Independent Study will be in accord with the College’s grading system and will be assigned credit hours and quality points.

The student shall obtain a Contract Study form from the Office of the Registrar and then shall obtain approval from the following before registering for Contract Study: faculty member, academic advisor, department chairperson, and Associate Vice President.

There are additional fees associated with independent study for full-time students.
Tutorial Instruction
Finger Lakes Community College does not normally provide instruction for credit on a one-to-one basis for regularly scheduled courses. In exceptional instances, such as the student who is unable to fulfill graduation requirements through regular classroom instruction, the Associate Vice President may allow a student to register for a course on a tutorial basis. In the case of tutorial instruction, credits will be recorded in the student’s permanent record by actual course number and name.

There are additional fees associated with tutorial instruction for full-time students.

Articulation Agreements
Articulation agreements have been approved between Finger Lakes Community College and the organizations noted below to permit individuals who have completed appropriate training programs to receive partial credit towards Finger Lakes Community College degree program requirements. For further information, contact the Admissions Office at (585) 785-1278.

Finger Lakes Law Enforcement Association
• A.A.S. Criminal Justice

Marion S. Whelan School of Practical Nursing
• A.A.S. Nursing

Guidelines For The Granting Of A High School Equivalency Diploma On The Basis of Earned College Credit Or By Taking The G.E.D. Examination
Persons without a high school diploma may receive a New York State Equivalency Diploma (G.E.D.) in two ways:

1. Successfully complete 24 credit hours as a candidate for a college level degree or certificate and maintain a Grade Point Average of 2.0 or better. To obtain a High School Equivalency Diploma (G.E.D.), students must take courses in the following areas:
   6 credits English language arts
   3 credits Math
   3 credits Natural Science
   3 credits Social Science
   3 credits Humanities
   6 credits Pertaining to FLCC degree

   Students interested in earning the G.E.D. by successfully completing 24 hours of college credits should discuss their plans with a member of the Admissions staff. See Procedures for Admission, page 12 and Ability to Benefit Testing, page 15.

   Once students have earned the prescribed 24 hours of college credit, they should request the New York State Education Department form to apply for their High School Equivalency Diploma. These application forms are available from the Center for Advisement and Personal Development. Students not planning to send for the GED must complete the prescribed courses to earn an Associate Degree from Finger Lakes Community College.

2. Enroll in preparation courses for the G.E.D. test to receive a High School Equivalency Diploma. The classes diagnose skill areas to be worked on and guide the student through a process to learn the necessary material for the test. These classes are offered at no charge to the student. The G.E.D. test itself is given a number of times during the year at area locations.
To take the test, students must be at least 19 years of age, or 17 or 18 years of age and have been either out of school at least one year, or a member of a high school class which has graduated. For information on when classes start, and for testing dates and locations, contact the Developmental Studies Department by calling (585) 785-1431.
TUITION AND FEES

TUITION AND FEES
Tuition and fees are payable at registration according to the payment schedule released by the College. The tuition figures and fees listed on this page and on the next page may be changed prior to the opening of the College academic year. The responsibility for payment of tuition and fees rests upon the student. The student’s course schedule will be cancelled for the appropriate semester if the established due dates for payment are not met.

For additional information, please call the Office of the Bursar at (585) 785-1229.

FULL-TIME AND PART-TIME STUDENTS
A full-time student is one enrolled for 12 or more credit hours. A part-time student is one enrolled for less than 12 credit hours. A student enrolled for 12 or more credit hours at any time during the Fall or Spring semester will be charged the full-time student rates.

TUITION SCHEDULE FOR 2010-2011*

For Full-time Students
New York State Residents with Certificate of Residence (each semester) affidavit required** .................................................................$ 1,664.00
Out-of-State Residents or New York State Residents with no Certificate of Residence (each semester) ..................................................$ 3,328.00

For Part-time Students
New York State Residents with Certificate of Residence (per credit hour) affidavit required** ..............................................................................................................$ 126.00
Out-of-State Residents or New York State Residents with no Certificate of Residence (per credit hour) ...........................................................................................................$ 252.00
Variable Tuition for College Credit with Certificate of Residence (per credit hour) affidavit required** .................................................................$ 42.00
Variable Tuition for College Credit with no Certificate of Residence (per credit hour) ........................................................................................................................................$ 84.00

FEE SCHEDULE FOR 2010-2011*

For Full-time Students
Athletic Fee (each semester) (finances intercollegiate activities) ..................$ 40.00
Auxiliary Services Fee (each semester) (SUNY I.D.; student insurance; graduation cap/gown) ..........................................................$ 25.00
Student Activities Fee (each semester) (finances student activities, lectures, concerts, and student publications) ..................................................................................$ 72.00
SUNY Learning Network Course (per credit hour) .........................................$ 10.00
Technology Fee (each semester) (finances periodic replacements of all student-used desktop computer systems, servers, and other related resources) .................................................................$ 68.00

For Part-time Students
Student Activities Part-Time Fee (per credit hour) .........................................$ 6.00
SUNY Learning Network Course (per credit hour) .........................................$ 10.00
Technology Fee (per credit hour) ...................................................................$ 6.00
Variable Tuition for College Credit Administrative Fee (per credit hour) ..................................................................................................................$ 1.00
### Other Fees

*Tuition and fees are subject to change without notice and pending approval of Board of Trustees.

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge Examinations for Advanced Credit (per course)</td>
<td>$126.00</td>
</tr>
<tr>
<td>affidavit required</td>
<td></td>
</tr>
<tr>
<td>Courses Overload Fee-over 19 credit hours (per application)</td>
<td>$100.00</td>
</tr>
<tr>
<td>EMT Fee (Critical Care Transport) (per course)</td>
<td>$200.00</td>
</tr>
<tr>
<td>Independent Study Course for students carrying a full-time schedule</td>
<td></td>
</tr>
<tr>
<td>fee (per credit hour) affidavit required**</td>
<td>$63.00</td>
</tr>
<tr>
<td>Independent Study Course for students carrying a part-time schedule tuition</td>
<td></td>
</tr>
<tr>
<td>(per credit hour) affidavit required**</td>
<td>$126.00</td>
</tr>
<tr>
<td>Lab Fees (maximum, per course)</td>
<td>$5.00 - 50.00</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$20.00</td>
</tr>
<tr>
<td>Late Registration Fee (each semester/$10 per course - $40 maximum per student)</td>
<td>$10.00 - 40.00</td>
</tr>
<tr>
<td>Liability-Malpractice Insurance (estimated) (per year/applicable to Nursing,</td>
<td>$15.00</td>
</tr>
<tr>
<td>Therapeutic/Massage, and EMT students)</td>
<td></td>
</tr>
<tr>
<td>Orientation Fee</td>
<td>$10.00</td>
</tr>
<tr>
<td>Returned Check Fee (per occurrence)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Transcript Fee (per transcript)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Music Fees (in addition to the tuition for applicable courses)</td>
<td></td>
</tr>
<tr>
<td>Applied Music Fee (per course) (for courses: MUS 131-137, 160, 161, 163-165,</td>
<td>$214.00</td>
</tr>
<tr>
<td>167, 168)</td>
<td></td>
</tr>
<tr>
<td>Music Recording Technology Student Course Fee (per semester) (for courses:</td>
<td>$30.00</td>
</tr>
<tr>
<td>MUS 170, 270-272, 275)</td>
<td></td>
</tr>
<tr>
<td>Nursing Assessment Testing &amp; Remediation Fee (per course, in addition to the</td>
<td>$60.00</td>
</tr>
<tr>
<td>tuition) (for courses: NUR 100, NUR 101, NUR 202, NUR 203, NUR 204 and NUR</td>
<td></td>
</tr>
<tr>
<td>215) (pays for a testing and remediation program through Educational Resources,</td>
<td></td>
</tr>
<tr>
<td>Inc. It will assist students in success in nursing courses and on the national</td>
<td></td>
</tr>
<tr>
<td>licensing examination - NCLEX-RN.)</td>
<td></td>
</tr>
<tr>
<td>Nursing Lab Supplies Fee (in addition to the tuition) (for courses: NUR 100,</td>
<td>$45.00</td>
</tr>
<tr>
<td>NUR 101 and NUR 202 ) (pays for medical supplies used by students for practice</td>
<td></td>
</tr>
<tr>
<td>and testing of nursing skill competencies in the Nursing Laboratory.)</td>
<td></td>
</tr>
<tr>
<td>Physical Education Course Fees (in addition to the tuition) (for courses: PE</td>
<td></td>
</tr>
<tr>
<td>214 and PE 242)</td>
<td>$7.00</td>
</tr>
</tbody>
</table>

**Any student who has been a resident of New York State for one year or more is eligible to obtain a Certificate of Residence from his/her County Treasurer’s Office.

### PRE-ADMISSION (TUITION) DEPOSIT—NEW STUDENTS

A non-refundable tuition deposit of $50.00 is required of all newly matriculating students. This deposit can only be applied toward tuition or fee charges for the semester for which the student originally applied. Please contact the Admissions Office for further details.

### METHODS OF PAYMENT

**Cash.**

**Check or Money Order:** Acceptable if made payable to Finger Lakes Community College. A $20.00 charge will be assessed for all checks issued to the College and not paid upon presentation to the bank.
Credit Card: The College will accept Discover, VISA, American Express or MasterCard charges only if the card submitted is in the name of the student. The name on the credit card and the person registered for the course(s) must be the same individual.

Deferred Tuition Payment Plan: The College has made arrangements with an external payment plan company to service students in financing a time payment plan for tuition and fees. Information regarding this plan may be obtained from the Bursar’s Office. Generally, there are four (4) payments per semester, starting before the semester begins: in July for Fall and in December for Spring.

DELINQUENT ACCOUNTS
Students with delinquent accounts with the College may be denied the privilege of pre-registering for the next semester. Also their statement of grades and/or official transcripts will be withheld until their delinquent balance is paid in full at the Bursar’s Office. It is the College’s policy to assign delinquent accounts to a collection agency. After proper notification, students who have an unpaid balance in their account for the semester may be assigned to a collection agency. Students will be responsible for the outstanding balance, PLUS all late payment fees, collection agency fees in the range of 33.33% to 66.67%, court costs, and attorney fees. Furthermore, the collection agency will notify all credit reporting agencies of the outstanding debt. It is, therefore, important and advantageous to pay account balances in full when they are due.

HARDSHIP DEFERRALS THROUGH PROMISSORY NOTE
Applications for a Promissory Note to defer eligible tuition and student account charges may be obtained from the Financial Aid Office prior to registration. A Promissory Note is a signed legal agreement promising payment of a sum of money on demand or at a particular time and is therefore an educational loan with the College.

The deferral of eligible tuition and student account charges are based on estimated financial aid amounts from information provided by the student. They may serve as the document by which students are permitted to register and attend this College. It is understood that regardless of the type of deferral issued, the payment of tuition and student account charges is ultimately the student’s responsibility to the College. Students with hardship deferrals due to incomplete paperwork only have until the end of the fourth week of the semester to finalize their application. After this point, the College reserves the right to begin the collection procedure.

SPONSORSHIP DEFERRALS:
All Students who expect their semester bill to be paid by a Sponsor must submit a valid written Sponsor Authorization, addressed to FLCC Bursar’s Office that provides the actual sponsored amount and the date a payment will be sent to FLCC-Bursar’s Office. A Sponsorship Agreement Form may be downloaded from: www.flcc.edu/bursar

COURSE DROP AND WITHDRAWAL PROCEDURES
A student who finds it necessary to withdraw from classes must complete appropriate paperwork. Students withdrawing from all classes must complete a withdrawal form with the Center for Advisement & Personal Development (the Center). The withdrawal form is available at www.flcc.edu/center. Submit the completed form in person, or via mail or fax (585) 394-8304. The effective date of the withdrawal is the date the form is received in the Center.
Students dropping individual courses must submit a completed drop form to the Registrar’s Office. Online students may drop a course by emailing the Registrar’s Office at registrar@flcc.edu. The effective date of the course drop is the date of receipt in the Registrar’s Office. Call the Registrar’s Office at (585) 785-1622, with questions.

To determine the impact that dropping a course or completing a total withdrawal will have, students are strongly recommended to meet with a staff member in the Center and to contact the Financial Aid Office and the Bursar’s Office prior to finalizing the change. Students who drop classes or withdraw for any reason, including medical reasons, are subject to the Tuition Refund or Charges Policy shown below as well as the academic standards detailed on page 70.

Lack of attendance or a verbal notice by a student to an instructor, advisor, or any Finger Lakes Community College staff member does not constitute a formal course drop or withdrawal and will not result in a reduction of tuition and fees.

**CHARGES POLICY**

**Credit Courses**

For those students who have been granted a deferral of payment (for example, a Financial Aid Promissory Note, employer’s purchase order unconditionally guaranteeing all payments, or agency “voucher”) the following schedule of tuition charges (for course length of 15 weeks or more) will apply (plus 100% of all applicable fees):

- Registered for courses through the first week of semester ...........25% of tuition due
- Registered for courses through the second week of semester......50% of tuition due
- Registered for courses through the third week of semester ..........75% of tuition due
- Registered for courses past the 20th day .....................................100% of tuition due

The following schedule of tuition charges (for course length of less than 15 weeks) will apply (plus 100% of all applicable fees):

- Registration for courses through the first week of classes..........75% of tuition due
- Registration for courses past the first week...............................100% of tuition due

For exact dates and/or more details, refer to www.flcc.edu or call the Bursar’s Office.

**TUITION REFUND**

**Credit Courses - FALL and SPRING Semesters**

If tuition has been paid by cash, check or credit card, or financial aid has been accessed from the government to pay the account, you may be entitled to a refund if timely drop slips or withdrawal documentation is submitted to the Registrar’s Office at (585) 785-1622.

The date on which the Registrar receives the forms will be used to determine refunds.

A verbal notice by a student to an instructor, advisor, or any FLCC staff member does not constitute a formal course withdrawal or drop.

Lack of attendance does not reduce tuition and fees; therefore, timely withdrawal or drop slips will ensure proper credit to your student account.

**NO REFUND SHALL BE GIVEN FOR FEES OR PRE-ADMISSIONS (TUITION) DEPOSIT ONCE THE SEMESTER BEGINS.**

To receive a 100% refund of already paid tuition and fees, the completed forms must be received by the Registrar’s Office as follows:

For credit courses **15 weeks or more**, one business day prior to the official **semester start date**.
The schedule for tuition refund for credit courses **15 weeks or more** is as follows:

- Approved drop/withdrawal one business day prior to semester start date – tuition and fees 100%
- Approved drop/withdrawal during 1st week of semester--tuition only 75%
- Approved drop/withdrawal during 2nd week of semester--tuition only 50%
- Approved drop/withdrawal during 3rd week of semester--tuition only 25%
- Approved drop/withdrawal after 3rd week (20th day) of semester No Refund

(These refunds are less the pre-admission deposit.)

For credit courses **less than 15 weeks**, one business day prior to the official **start date of the classes**.

The schedule for tuition refund for credit courses **less than 15 weeks** is as follows:

The date on which the Registrar receives the Course Drop/Withdrawal forms will be used to determine refunds. To receive 100% REFUND of already paid tuition and fees, the completed forms must be received by the Registrar’s Office one business day prior to the first class meeting date. If you drop a class within seven calendar days from the start date of the class, you will be entitled to a 25% refund (of tuition only). There is NO REFUND granted for course drops after the seven calendar days from the start date of the class.

(These refunds are less the pre-admission deposit.)

If courses are canceled by the College which changes your status from full- to part-time, the appropriate tuition and fees will be refunded. If a student changes from full to part-time status (11 or less credit hours/semester) after the semester has started, refund will be issued according to the schedule for tuition refund.

**Credit Courses - JAN PLAN and SUMMER Semesters**

The date on which the Registrar receives the Course Drop/Withdrawal forms will be used to determine refunds. To receive 100% REFUND of already paid tuition and fees, the completed forms must be received by the Registrar’s Office one business day prior to the first class meeting date. If you drop a class within seven calendar days from the start date of the class, you will be entitled to a 25% refund (of tuition only). There is NO REFUND granted for course drops after the seven calendar days from the start date of the class.

**Non-Credit Courses**

Refunds will be processed for those students who officially cancel their registration and submit a drop slip to the Registrar’s Office one business day prior to the **start date of classes**. Please contact the Division of Professional Studies and Continuing Education (Telephone: 585-785-1660) one business day prior to the class start date if you wish to drop the course.

**DISBURSEMENT OF TITLE IV FUNDS AND OTHER AID**

The first receipt of Title IV funds and other aid by the Bursar’s Office (which may include Federal Unsubsidized Stafford Loan, Federal Subsidized Stafford Loan, Federal Parent (Plus) Loans, Federal Pell Grant, Academic Competitiveness Grant, Federal SEOG, other Title IV Programs, and any scholarships or aid) will be applied to the student’s account. After the student account is paid in full, any subsequent financial aid will be refunded when the funds are received.

**FEDERAL FINANCIAL AID AWARD PROGRAM PARTICIPANTS**

Federal regulations (the Higher Education Amendments of 1998, regulation 34 CFR part 668.22) require each school to have a written policy for the refund and repayment of Federal Title IV aid* received by students who withdraw during a term for which Title IV aid payment has been received. These policies are effective only if the student completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) or stops attending classes before completing more than 60% of the enrollment period.
Refund Policy:
The amount of a refund of tuition and fees for students who withdraw will be calculated as outlined in the College Catalog under “Course Drop and Withdrawal Procedure,” “Charges Policy,” and “Tuition Refund – Credit Courses.”

Repayment Of Title IV Funds Policy:
1. The amount of Title IV financial aid that a student must repay is determined by using the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act. The amount of Federal Title IV financial aid assistance that the student earns is determined on a pro-rata basis. Once the student has completed more than 60% of the payment period, all financial aid assistance is considered to be earned.

> Percent earned = Number of calendar days completed up to the withdrawal date** divided by the total calendar days in the payment period with an allowance for any scheduled breaks that are at least 5 days long.

> Percent unearned = 100% minus percent earned

2. When a student has received Federal financial aid in excess of earned aid, the school returns the lesser of:
   > Institutional charges multiplied by the unearned percentage, or
   > Title IV Federal financial aid disbursed multiplied by the unearned percentage

   the student:
   > returns any remaining unearned aid not covered by the school.
   > repays any loan funds in accordance with the terms of the promissory note. (That is, scheduled payments to the holder of the loan over a period of time.)
   > returns any grant amount the student has to repay (considered a grant over-payment and arrangements must be made with the school or Department of Education to repay the funds).

Unearned Title IV Federal financial aid shall be repaid to the following programs in the following order:
1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Parent (PLUS) Loans
4. Federal Pell Grant
5. Academic Competitiveness Grant
6. Federal SEOG
7. Other Title IV Programs

3. The student is billed for funds the College is required to repay. The Bursar’s Office bills the student, and any account that is not paid within 30 days is turned over to a collection agency.

4. The tuition & fees, procedures, and policies listed above supersede those published previously and are subject to change at any time.

* Federal Title IV financial aid includes the Federal Pell Grant, Federal Supplemental Opportunity Grant (SEOG), Federal Stafford Loans (Unsubsidized and Subsidized), Federal Parent PLUS Loans, and other Title IV Programs.

** Withdrawal date is defined as the actual date the student begins the institution’s withdrawal process, the student’s last date of academic-related activity, or the midpoint of the payment period for a student who leaves without notifying the institution.

PROPERTY DAMAGE
Although there is no deposit required to cover property damage, students are held responsible for any damages incurred and shall be assessed accordingly.
CERTIFICATE OF RESIDENCE

This document is necessary for each year that a student attends a community college in New York State. A Certificate of Residence must be obtained from the student’s county (or counties) of residence. One must have been a resident of New York State for one full year or more in order to be eligible to obtain this Certificate from their County Treasurer’s Office. The Certificate must be dated no earlier than 60 days prior to the start of classes and no later than 30 days after the start of classes. If the student moves from one county to another during the academic year, before registering for the next semester, a new Certificate of Residence must be obtained which indicates in which counties the student resided for the previous six month period. Some counties require an application form from the College; please check with the Bursar’s Office.

The Bursar’s Office will process and notarize Ontario County residents’ certificates. Identification showing the student’s current address and signature on it must be brought to the office. Note: living in Ontario County to attend college does not constitute permanent residency.

Failure to submit an updated form may result in out-of-state rates used on an account.

TRANSCRIPTS

Students may request copies of their permanent record of academic work by completing a transcript request form available at the Registrar’s Office, on the College Web site, by making written request to the Registrar’s Office, or through Web Advisor. Telephone and e-mail requests cannot be accepted. Written requests should include: student’s name as it appears on College records and any name change since leaving the College, date of birth, social security number, dates attended, a current mailing address, name/address transcript is being issued to, and signature. There is no fee for an unofficial transcript. A fee of $5.00 is charged for each official transcript. Transcripts will not be sent for anyone with a financial obligation to the College.

CROSS REGISTRATION

Full-time matriculated students at Finger Lakes Community College are entitled to register without additional tuition in courses offered by any member of the Rochester Area Colleges, Inc. (RAC) on a space-available basis. Member colleges include: Alfred University, Colgate-Rochester/Bexley/Crozier, SUNY College of Technology at Alfred, Empire State College, Keuka, Monroe Community College, Nazareth College, Roberts Wesleyan, Rochester Institute of Technology, St. John Fisher, SUNY Geneseo, and the University of Rochester.

The following limitations apply to the cross registration:
1. The student must be enrolled at Finger Lakes Community College for 12 or more credits.
2. The course is not being offered at Finger Lakes Community College during the semester, and it is applicable to the student’s degree program. All necessary prerequisites for the course must be met.
3. The course must be taken in the Spring or Fall semester. The cross registration policy does not apply to Jan Plan or Summer courses.
4. The student must receive approval from the Associate Vice President of Instruction and Assessment, or the Registrar.
5. Permission must be received from the College where the course is offered. The student is responsible for any fees assessed by the College where the course is being taken.

Cross registration forms are available at the Registrar’s Office.

Any full-time visiting student from participating Rochester Area Colleges, who has approval from their home school to register for Finger Lakes Community College courses, will have the tuition waived. Fees in addition to tuition are not waived for any student.
OVERLOAD POLICY
A student who is not on academic probation or who has not been dematriculated may complete an overload petition to register for 20 or more credit hours during the Fall and/or Spring semesters. Petition forms are available in the Registrar’s Office. The form should be completed and signed by the student and approved by the student’s advisor and the Associate Vice President of Instruction & Assessment. Upon approval, the petition form is then submitted to the Bursar’s Office with the $100 overload fee. The Registrar’s Office will be notified and the course(s) will be added to the student’s schedule. Overload petitions will not be granted to first-time college students except under extenuating circumstances.

COURSE AUDIT
The privilege of auditing a credit course at Finger Lakes is open to both full- and part-time students. There is no audit provision for non-credit courses.

Part- and full-time students wishing to audit a course must register for the course and pay regular tuition and fees for the course. Permission to audit must be obtained from the instructor of the course and the student’s advisor, if applicable. Approval to audit a course must be presented to the Registrar’s Office by the end of the drop/add period (third week of semester). Please see the Grading System for explanation of the AU grade.

SENIOR CITIZENS
New York State legislation states that community colleges “may permit persons who have reached 60 years of age or over to audit courses given therein without tuition, examination, grading or credit therefore upon a space available basis.”

Finger Lakes Community College welcomes senior citizens on a space available basis as determined at the close of normal registration. This auditing privilege is restricted to courses that are offered for college credit. Course materials or supplies needed for class, not covered by normal tuition, will be the responsibility of the student.

Courses must have the required minimum of paying registrants (exclusive of senior citizen audits) in determining whether course registrations meet the College’s minimum enrollment requirement.

Contact the Registrar’s Office for senior citizen audit registration procedures.
FINANCIAL AID

The goal of the Financial Aid Office of Finger Lakes Community College is to promote equal access to education by awarding and assisting students in the location of necessary funds to meet educational expenses based on the student’s long-term educational objectives and complete financial situation. Thus the type of assistance offered to students includes counseling and guidance, information about entitlement programs, and aid awarded directly by the College. The aim in every case of need is to assess the individual’s academic potential and measure financial requirements from the viewpoint of each individual situation.

A detailed explanation of the available financial aid programs is accessible online at www.flcc.edu/aid.

HOW TO APPLY

Financial aid at Finger Lakes Community College may be obtained from two sources: the College itself and agencies outside the College.

Students wishing to be considered for financial assistance should file a Free Application for Federal Student Aid (FAFSA), and a NYS Tuition Assistance Program (TAP) application. The FAFSA should be completed as soon after January 1 as possible. Go to www.flcc.edu/aid/apply.cfm to apply for financial aid.

Financial aid is awarded on a first come, first served basis. The recommended filing deadline is March 1st for the fall semester and November 1st for the spring semester.

Students may also wish to be considered for Federal Stafford Loan and/or Federal Parent (PLUS) Loan funds.

FINANCIAL ASSISTANCE AVAILABLE TO STUDENTS

Scholarships:

There are scholarships administered through the Finger Lakes Community College Foundation, Inc. For a complete listing of these scholarships, please see pages 38-41.

Students may also wish to check with the Financial Aid Office for a listing of various outside scholarships offered, eligibility requirements, and deadline dates for filing.

Grants: No Obligation to Repay

1. New York State Tuition Assistance Program (TAP)—file FAFSA and TAP, (NYS Regents Child of Veteran Scholarship, and Child of Deceased Police Officer-Firefighter Award must file special application).
2. Federal Pell Grant—file FAFSA
3. Federal Supplemental Educational Opportunity Grant (SEOG)—file FAFSA
4. Federal Academic Competitiveness Grant (ACG)—file FAFSA
5. Educational Opportunity Grant (EOP)—file FAFSA
6. Veterans’ Benefits
7. Vocational Rehabilitation Funds
8. New York State Aid for Part-time Study (APTS)—file APTS application
9. New York State Part-Time TAP—file FAFSA and TAP
**Loans:** Fixed interest rate - repayment begins six months after a student drops below 6 credit hours, graduates or stops attending.
1. Federal Stafford Loan—file FAFSA, Master Promissory Note, Entrance Interview, and Stafford Request Form.
2. Federal PLUS Loan—file FAFSA, Master Promissory Note, and PLUS Supplemental Form.

**Terms and Expected Schedules for Repayment**
The student must comply with terms stated in Promissory Note. Federal Stafford Loan repayment schedules are established by the lending institution. The student should contact the lending institution or the U.S. Department of Education for further details.

**Work:** Part-time Employment on Campus
1. Federal Work Study—file FAFSA
2. Student Aid Positions—apply to individual departments
3. Tutor Positions—apply to Division of Developmental Studies

General conditions and terms applicable to the Federal Work Study Program are outlined at www.flcc.edu/jobs/workstudy.cfm

**ELIGIBILITY REQUIREMENTS**
1. Student must be a citizen of the United States or an eligible non-citizen.
2. Student must be at least half-time (6 credits) for certain programs.
3. Student must be matriculated.
4. Student must be a New York State resident (EOP, APTS, Part-Time TAP and TAP only).
5. Student must maintain satisfactory academic progress.
6. Student may not be in default on a previous loan, or owe a repayment on an overaward.

**PAYMENTS OF AWARDS**
All financial aid, except Federal Work Study, may be used to credit the student’s tuition bill. The amount of aid in excess of that bill will be disbursed to the student during each semester that he/she is enrolled. Disbursements normally begin five weeks into the semester.
# ESTIMATED 2010-2011 COST OF ATTENDANCE FOR FULL-TIME STUDENTS

(Indirect costs will vary depending on the individual student’s wants and needs)

## COMMUTER (lives at home)

<table>
<thead>
<tr>
<th>Direct Costs</th>
<th>Tuition &amp; Fees</th>
<th>$3,706</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs</td>
<td>Books &amp; Supplies</td>
<td>900</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>Transportation</td>
<td>1,200</td>
</tr>
<tr>
<td></td>
<td>Home Maintenance</td>
<td><strong>2,000</strong></td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td>794</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$8,600</td>
</tr>
</tbody>
</table>

## STUDENT HOUSING/INDEPENDENT STUDENTS

<table>
<thead>
<tr>
<th>Direct Costs</th>
<th>Tuition &amp; Fees</th>
<th>$3,706</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs</td>
<td>Books &amp; Supplies</td>
<td>900</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>Transportation</td>
<td>1,200</td>
</tr>
<tr>
<td></td>
<td>Rent &amp; Food</td>
<td>8,700</td>
</tr>
<tr>
<td></td>
<td>Personal</td>
<td>1,494</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$16,000</td>
</tr>
</tbody>
</table>

*Tuition and fees reflect 2009-2010 costs and are subject to increase at any time by the Board of Trustees.

**Consideration is given for expenses incurred by parents for maintenance costs for students living at home.

NOTE: For information on academic standards required for financial aid, see page 76.

## PART-TIME STUDENTS

The cost of attendance for a student who enrolls part-time will be prorated using the full-time scale. Part-time tuition and fees are listed on page 25.

## ONLINE STUDENTS

The cost of attendance for a student taking all online courses will be limited to the cost of tuition, fees and books.

## VETERANS’ BENEFITS

Veterans should be aware that the Veterans’ Administration provides assistance for eligible veterans seeking further education. Additional information on Veterans’ Benefits may be obtained by contacting either the Veterans’ Service Agency Advisor or the Financial Aid Office at the College.
THE FINGER LAKES COMMUNITY COLLEGE FOUNDATION, INC.

The Finger Lakes Community College Foundation is a not-for-profit corporation established to seek private support for the College’s mission. Given the growing constraints placed upon public funding, private giving is increasingly important to public higher education. Private contributions help maintain the standard of excellence at Finger Lakes Community College.

The Finger Lakes Community College Foundation assists the College with faculty development, special projects, equipment purchases, and scholarships. Many named scholarships have been established by individuals, businesses, or community organizations to honor the memory of individuals who were connected with the College and its mission.

THE FINGER LAKES COMMUNITY COLLEGE SCHOLARSHIP PROGRAM

The Finger Lakes Community College Foundation Scholarship Program has two goals:

• to assist incoming students who have demonstrated academic excellence in high school, or who are returning to college as non-traditional age adult students, and
• to assist returning students who have demonstrated the ability to achieve success at Finger Lakes Community College.

Scholarships range from $250 per year to full tuition.

Scholarships for New Students (Traditional/Non-Traditional)

General Interest Scholarships
• Alton B. Corbit Scholarship
• FLCC Alumni Association Scholarship
• FLCC Alumni Association Excellence Scholarship
• FLCC Board of Trustees Scholarship
• FLCC President’s Scholarship
• Garlock Sealing Technologies, Inc. Scholarship
• The Michaels Family Memorial Scholarship
• New York Firefighters Foundation Scholarship
• Kenneth A. Poormon ’97 Memorial Scholarship
• SUNY Empire State Diversity Honors Scholarship
• POW/MIA Award
• Salvation Army Advisory Board Scholarship

Adult Student Scholarships
• Charlotte Cowie Memorial Scholarship
• Finger Lakes Development Center for Business

Business Scholarships
• Joanne Glover Memorial Scholarship

Conservation Scholarships
• Constellation Brands Viticultural Scholarship
• New York State Conservation Law Officers Association Scholarship
• Amy Steverson Scholarship
Hotel and Resort Management Scholarship
- AVI Fresh, Inc. Hospitality Scholarship

Human Services Scholarship
- Bowen Family Scholarship

Nursing Scholarship
- Frances F. MacLeod Freshman Nursing Scholarship
- Mary E. Moynihan Memorial Scholarship
- Richard P. Reasin Memorial Scholarship

Scholarships and Awards for Finger Lakes Community College Returning Students (Traditional/Non-Traditional)

General Interest Scholarships
- Association for Women at FLCC Scholarship
- Jack L. Bricker Memorial Scholarship
- Dr. Ina Sue Brown Memorial Scholarship
- Donald and Jean Burgan Memorial Scholarship
- Dr. Rebecca Burgess Memorial Scholarship
- John and Peggy Champaigne Scholarship
- CCFL Storefront Pioneers Scholarship
- Ed and Gerry Cuony Scholarship
- FLCC Alumni Association Scholarships
- Garlock Sealing Technologies, Inc. Scholarship
- Geneva Campus Center Scholarship
- Ann Hamilton Reading and Writing Awards
- Charlotte Munson Memorial Scholarship
- S & S Memorial Scholarship
- SUNY Empire State Diversity Honors Scholarship
- Sharon Nedrow Adult Basic Education Scholarship
- Laura McNamara Tyler ’96 Memorial Scholarship

Business Scholarships
- Canandaigua Rotary / Martin Schneider Scholarship
- Mark Prockton Memorial Scholarship
- Carol Scharett Memorial Scholarship

Communications Scholarship
- Brooke Makowiec Memorial Award
Conservation/Horticulture Scholarships

- Broccolo Tree and Lawncare Horticulture Scholarship
- FLCC Campus Beautification Scholarship
- Robert L. (Rodge) Case Scholarship
- FLCC Conservation Faculty Scholarship
- Frances Finnick Conservation Scholarship
- Fraley Family Award
- Garden ProScapes Scholarship
- FLCC Horticulture Faculty Scholarship
- IPM & Plant Health Scholarship
- Ontario County Master Gardeners Scholarship
- Seneca Landscapes Scholarship
- Alice C. Southgate Home Bureau Scholarship

Criminal Justice Scholarships

- Becker/Strong Memorial Scholarship (sponsored by Ontario County Deputy Sheriff’s Benevolent Association)
- Anthony L. Cecere Memorial Scholarship
- New York State Sheriff’s Association

Hotel and Resort Management Scholarship

- AVI Fresh, Inc. Hospitality Scholarship

Human Services Scholarships

- Elizabeth Bay Memorial Scholarship
- Alice C. Southgate Home Bureau Scholarship

Mathematics and Computing Sciences Scholarships

- Brenda S. (Bockman) Beck Memorial Scholarship
- FLCC Mathematics Department Award in Memory of Sherman Hunt

Nursing Scholarships

- Mary Capozzi Integrated Health Care Scholarship
- Canandaigua Lions Memorial Scholarship in Memory of Barbara Collins
- Mr. and Mrs. Elwood A. (Emma) Garner Memorial Scholarship
- Frances F. MacLeod Legacy Scholarship
- Frances F. MacLeod Memorial Scholarship
- Jane Milne Mills Memorial Scholarship
- Nursing Alumni Legacy Scholarship
- Alice C. Southgate Home Bureau Scholarship

Science/Technology Scholarships

- FLCC Science / Technology Faculty Scholarship
- G.W. Lisk Excellence Scholarship
- Murray F. Gardner Memorial Scholarship
- Ed Morrell Biology / Biotechnology Scholarship
- Bill Parham Memorial Scholarship
Therapeutic Massage Scholarships
• Mary Capozzi Integrated Health Care Scholarship
• Massage Therapy Scholarship
• Melissa Young (Hawk Child Wandering) Massage Scholarship

Tourism Scholarship
• A Finger Lakes Visitors Connection, Ontario County, NY Scholarship

Visual and Performing Arts Scholarships
• Dr. Henry Buxbaum Fine Arts Prize
• Catherine J. Kamm Vocal Music Award
• Dr. Charles J. Meder Scholarship for the Arts
• John M. Meuser Memorial Scholarship
• Dr. A. John Walker Music Awards
• Lively Arts Theatre Council Scholarship
• Professor Wayne Williams Award in Honor of his Parents
  Ashley and Pauline Williams
• Dr. A. John Walker Music Awards

Graduating Student Awards

General Interest Scholarships
• FLCC Alumni Association Scholarship-Graduating Student
• FLCC Alumni Association Memorial Scholarship

Computing Sciences Scholarship
• Patricia Nettnin Memorial Scholarship

Education Scholarship
• Delta Kappa Gamma Society International Scholarship

Nursing Scholarship
• Nursing Alumni Legacy Scholarship
STATEMENTS OF GENERAL POLICIES AND PROCEDURES
STATEMENTS OF GENERAL POLICIES AND PROCEDURES

CULTURAL DIVERSITY
Finger Lakes Community College is committed to cultural diversity in its student body and staff. It also seeks to have an environment that promotes and supports differences of opinions and views. To this end, the curriculum and co-curricular activities are encouraged to reflect a variety of perspectives that foster cultural diversity.

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION
Finger Lakes Community College does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, sexual orientation, disabilities, genetic information, marital or veteran status or any other characteristic protected by law in its educational programs, admissions, activities, or employment policies.

The College, in its continuing effort to seek equity in education and employment, and in support of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and federal and state anti-discrimination legislation, provides a grievance procedure for the prompt and equitable investigation and resolution of allegations of unlawful discrimination on the basis of race, color, national origin, religion, age, sex, disability, marital status, or sexual orientation. Information and a copy of the Equal Opportunity/Affirmative Action Grievance Procedures may be obtained from the Human Resources Officer at the College.

Inquiries regarding compliance with Title IX, Section 504, and the ADA may be directed to:

Title IX/Affirmative Action
Human Resources Director, ext. 1451
Finger Lakes Community College
3325 Marvin Sands Drive
Canandaigua, NY 14424
(585) 394-3500

Section 504 Coordinator
Associate Vice President of Student Affairs
Finger Lakes Community College
3325 Marvin Sands Drive
Canandaigua, NY 14424
(585) 394-3500

ADA Coordinators
Human Resources Director, ext. 1451
Associate Vice President of Student Affairs
Finger Lakes Community College
3325 Marvin Sands Drive
Canandaigua, NY 14424
(585) 394-3500

or any may be directed to:
Director, Office of Civil Rights
Department of Education
Washington, DC 20201

RELIGIOUS BELIEFS
1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements. Students should provide this information to their faculty during the first week of the term.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If classes, examinations, study, or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or makeup classes, examinations, study, or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student, because of availing himself or herself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the Supreme Court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

6a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listings of available courses.

7. As used in this section, the term “institution of higher education” shall mean schools under the control of the Board of Trustees of the State University of New York or the Board of Higher Education of the City of New York or any community college.

**SEXUAL HARASSMENT POLICY**

The Federal Equal Employment Opportunity Commission has defined sexual harassment as: “Unwelcome sexual advances, requests for sexual favors, and other verbal, electronic or physical conduct of a sexual nature, when

1. “submission to such conduct is made either explicitly or implicitly as a term or condition of an individual’s employment” (the College interprets this statement to include a student’s participation in academic courses, programs, or activities);

2. “submission or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual” (the College interprets this statement to include educational decisions affecting a student); “and

3. “such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment” (the College interprets this statement to include a student’s educational experience or learning environment).

Finger Lakes Community College’s policies are consistent with Federal, State, and SUNY’s policies that ensure fair treatment to all individuals, and protection from sexual harassment is afforded to students as well as employees.
Sexual harassment is a violation of both the federal law under Section 703 of the Civil Rights Act of 1964 and Title IX Education Amendments of 1972 and the state law under the New York State Human Rights Act. Inquiries regarding compliance with Title IX may be directed to:

Human Resources Director or Associate Vice President of Student Affairs
Finger Lakes Community College
3325 Marvin Sands Drive
Canandaigua, NY 14424
(585) 394-3500, ext. 1451 or 1211

OR

Director of Office of Civil Rights
Department of Education
Washington, DC 20201

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
Pursuant to the requirements of the Family Education Rights and Privacy Act (FERPA) of 1974, Finger Lakes Community College has adopted a policy which ensures that students will have the right to inspect and review certain education records maintained under their names and to obtain copies of those records. Further, Finger Lakes will not disclose personally identifiable information from the education records of a student without the prior written consent of the student except as permitted by the Act and specified in the College’s statement of policy.

The College reserves the right to release Directory Information without prior written consent, unless the College has been informed in writing by the student during the annual notification period that all or part of the student’s Directory Information may not be released. Directory Information includes: name, address, and telephone number; photograph or likeness; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance at Finger Lakes Community College; enrollment status; degrees, certificates, and awards received; and the most recent previous educational agency or institution attended by the student. The annual notification period is defined as from the start of the Fall semester through October 15. New students entering after the Fall semester must notify the Registrar’s Office within three weeks of the start of the semester that they do not want their Directory Information released. While students are attending Finger Lakes Community College they must file the notification to withhold Directory Information annually during the Fall semester. Forms for this purpose are available from the Registrar’s Office.

Students have the right to file complaints concerning alleged failure on the part of Finger Lakes Community College to comply with the requirements of the Act by writing to:

Family Educational Rights and Privacy Office
Department of Education
330 Independence Avenue, S.W.
Washington, DC 20201

DRUG FREE WORKPLACE-DRUG FREE CAMPUS POLICY
Finger Lakes Community College is committed to the maintenance of a drug free work environment. As an educational institution, the College endeavors to promote healthy lifestyles for its staff and students and has established policies concerning alcohol and tobacco use on its premises. In keeping with this goal, a Campus Community Coalition was established to address issues of substance use through a strategic wellness plan. The College clearly does not condone the unlawful use, possession, distribution, or manufacture of controlled substances or the abuse of alcohol on its premises.

This policy, as outlined in the Student Handbook, describes the philosophy of Finger Lakes Community College and the program elements the College will use to meet our commitment.
Students may obtain a copy of the Student Handbook from a variety of sources, including the Student Life Office, and at the FLCC Geneva Campus Center and Wayne County Campus Center.

SMOKING POLICY
Finger Lakes Community College maintains a smoke-free environment. No person shall carry a lighted cigar, cigarette, pipe, or any other form of smoking object or device in any indoor area of the College, including College vehicles and all off-campus facilities. In addition, the College has established four exterior entrances as “Smoke Free Zones.” The zones are marked with signs and blue striping across the sidewalks.

CHILDREN ON CAMPUS
The College is an educational enterprise that is focused on adults and generally does not have an environment that is conducive to the presence of children. Students or prospective students should make appropriate child care arrangements for their children when conducting business at a Finger Lakes Community College site. Bringing children to registrations or classes is strongly discouraged.

The following guidelines apply when it is necessary for children to accompany their parents to the College premises:

1. Children on campus are to remain in the direct supervision of a parent/guardian. Any unsupervised children may be detained by a College representative. In that event, the child’s parent/guardian will be contacted immediately, and the Office of Campus Safety shall be notified.

2. Children shall not be allowed to disrupt the learning environment. The parent/guardian and child may be asked to leave the classroom or service office at the discretion of the faculty or staff member.

3. The College may interpret a child’s disruptive behavior as the parent/guardian student’s violation of the Student Code of Conduct.

The College recognizes that many of our students do have child care needs. In order to assist students in providing appropriate care for their children while coming to the College, a Child Care Center has been established at the main campus. For those students who are unable to utilize the Center, and for students at the Geneva Campus Center or the Wayne County Campus Center, the College provides referral information on other child care centers.

STUDENT CODE OF CONDUCT POLICY AND GRIEVANCE PROCEDURES
As explained in its Mission Statement, Finger Lakes Community College—a public, open-access institution—is a supportive, learning-centered environment that empowers our students, provides enriching life experiences, and enhances the quality of life throughout our community.

The Student Code of Conduct Policy at FLCC is intended to foster and protect the free and open exchange of ideas. This Code applies to students and student organizations of Finger Lakes Community College. Students are subject to this Code of Conduct during academic terms for which they are enrolled, during breaks between terms, during College holidays and vacations, and during periods of suspension. The Code of Conduct outlines the rights and responsibilities of students, behaviors prohibited on or off campus, possible sanctions, and the procedural rights of students and student organizations.

The Code embraces several important values: the rights of free speech and peaceable assembly;
the freedom of inquiry and the right to make constructive criticism; the central importance
of honesty to this community; and the desire that all students participate on campus in an
environment that respects differences of culture, gender, religion, race, or ability.
Students who have questions about the Student Code of Conduct Policy or who wish to
obtain a copy of the policy should contact the Director of Judicial Affairs at (585) 785-1211.
The Student Code of Conduct Policy may also be viewed at
www.flcc.edu/offices/judicial/index.cfm.

Grievance Procedures
Finger Lakes Community College has adopted an internal grievance procedure providing for
prompt and equitable resolution of academic complaints, discrimination complaints, and/or
sexual harassment complaints. All other complaints and disputes, other than those previously
specified, should be presented to the Associate Vice President of Student Affairs within ten
(10) College working days following the occurrence. Students who have questions about
the Grievance Procedures or who wish to obtain a copy of the procedures should contact
the Associate Vice President of Student Affairs at (585) 785-1211. The Grievance Procedures
may also be viewed at www.flcc.edu/offices/judicial/index.cfm.

COLLEGE CLOSING/CANCELLATION OF CLASSES
In the event of severe and hazardous weather and/or road conditions, or an emergency
situation, Finger Lakes Community College may close entirely or cancel classes for a given
period of time. The cancellation of day classes does not automatically impact evening classes
and/or campus centers and sites. Area television and radio stations will announce these
cancellations. The college will also utilize SUNY NY ALERT to notify of school closings.
Closings and cancellations will be posted on the FLCC website home page, www.flcc.edu.

CAMPUS CRIME REPORTING AND STATISTICS
The Advisory Committee on Campus Safety will provide, upon request, all campus crime
statistics as reported to the United States Department of Education. Copies of the report
may be obtained by contacting the College’s Director of Campus Safety at (585) 785-1900 or
by viewing the College’s Web site at www.flcc.edu/offices/other/safety. Students may also
wish to view the United States Department of Education’s Web site at www.ope.ed.gov/
security/search.asp.

PARKING AND TRAFFIC REGULATIONS
The Parking and Traffic Policy enacted by the Board of Trustees is in effect. Students are
expected to be familiar with this policy and to abide by its rules. A policy brochure is available
in the Office of Campus Safety and it may also be viewed on the Web at www.flcc.edu/offices/
other/safety. Failure to comply with the parking policy may result in a parking ticket and
appropriate fines, towing at the owner’s expense, the withholding of grades and transcripts,
and/or the loss of privilege to park or drive on campus grounds.

Handicap parking is available in parking lots A, B, and E. Handicap permits are required
to park in these areas. Students may obtain a 30-day handicap permit from the College or a
New York State handicap permit, issued by any municipality, which is valid for handicap
parking areas on campus. Temporary college handicap permits are available at the Office
of Campus Safety.

Visitor parking is available in clearly marked areas. Visitors must register at the information
desk located in the main entrance lobby. Students and employees may not park in visitor
parking areas at any time.

D lot is reserved for employee parking. This area is clearly marked with signs indicating
that parking is by permit only, and violators will be towed without warning at the owner’s
expense. Parking permits are available in the Office of Campus Safety.
STUDENT AFFAIRS
STUDENT AFFAIRS

The following offices report to the Office of the Associate Vice President of Student Affairs: Center for Advisement and Personal Development, Student Life, Student Health Services and Office of Judicial Affairs and Academic Standing.

VISION STATEMENT

The Division of Student Affairs seeks to promote student development and the attainment of student goals.

MISSION STATEMENT

Our mission is to develop co-curricular programs and services that inspire and motivate students to grow and become productive citizens. Student Affairs, in partnership with Academic Affairs, strives to enhance student learning in a healthy, safe environment, both in- and outside the classroom. In support of the mission of the College, we seek to promote long-term student success.

THE CENTER FOR ADVISEMENT AND PERSONAL DEVELOPMENT

The Center serves as a central resource and information center for students. The specific services of the Center are the following:

Advisement and Skills Assessment
Advisement services are available to all students at Finger Lakes Community College. Part-time students seeking advisement regarding degree requirements should schedule an appointment with a Center staff member. Full-time students are assigned a faculty advisor who will assist them with course selection and questions related to their majors. Students are responsible for ensuring that all graduation requirements are met.

Students who wish to change their major are encouraged to meet with a Center staff member to complete a degree audit and discuss degree requirements. The Center’s staff can also help students who wish to change their faculty advisor.

Entering students are required to complete the College’s basic skills tests (refer to page 14, Basic Skills Assessment). FLCC applicants may schedule a testing appointment by following the steps listed on www.flcc.edu/testing.

Personal Development
Personal development services at Finger Lakes Community College are designed to help students define and accomplish their personal goals. Students can meet with a qualified staff member in a helpful and informal atmosphere to discuss:

• their strengths and weaknesses;
• their needs regarding social, academic, career, and emotional adjustments to the college setting;
• goals and appropriate methods of achieving their potential;
• any academic challenges they face; and
• career and transfer opportunities.
Additionally, staff members are available in the Center for Advisement and Personal Development to discuss a variety of concerns sometimes expressed by college students. These concerns may involve relationships, drug/alcohol use, family, sexuality, personal identity, and others.

Finger Lakes Community College staff members may make referrals to appropriate community agencies when necessary. Personal development services are strictly confidential.

Transfer Services
Students who are interested in transferring to a four-year college or university are encouraged to use the resources available in the Center to select an institution that matches their career interest and is appropriate for their goals and abilities. Additionally, while attending Finger Lakes Community College, students are encouraged to plan their course selection carefully by working with their faculty advisor to meet Finger Lakes Community College’s graduation requirements while satisfying the requirements of the four-year school.

The Center offers students comprehensive resources needed to completely investigate transfer options. The Transfer Services website www.flcc.edu/transfer has numerous resources which aid in transfer college planning including course advisement guides, Steps to a Successful Transfer, and links to a variety of transfer resources. The transfer library, located in the Center, includes Peterson’s college guidebooks and computerized college selection activities that help students identify the four-year institutions which suit their educational goals and objectives. The library also includes catalogs from New York State two- and four-year colleges as well as computerized access to catalogs from colleges and universities in all fifty states.

The transfer professionals in the Center for Advisement are eager to assist students with the transfer process. It is recommended that students interested in participating in transfer articulation agreements or transferring to a four-year college explore their options as early as possible, but no later than their third semester at Finger Lakes Community College.

CAREER SERVICES
Career Services can provide information about career possibilities; help students explore majors, related career fields, and make informed academic and career decisions. Making connections and knowing as much as possible about oneself are the first steps in the career discovery and development process. The Undecided Student Discovery Lab can help students define and explore interests, personality, values, skills, and help identify degree programs and career fields that are connected and realistic.

Through the Career Services Office, students can access information and assistance in choosing a major, career planning, internships, and the job search process with:

- Undecided Student Discovery Lab and Focus 2 Career Exploration Program
- Myers-Briggs Type Indicator (MBTI), Strong Interest Inventory, and other assessments to identify interests, preferences, and skills related to academic and career choices
- Career information resource library and Alumni Connections with recent graduates
- Job preparation and search techniques including Optimal Résumé, an on-line resume builder designed specifically for FLCC students
- Employment and internship opportunities for students with the on-line Job Board and Internship listings

For more information, contact Career Services at (585) 785-1270, or visit the Career Services homepage at www.flcc.edu/career.
EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

The Educational Opportunity Program, known as EOP, is an academic and financial support program of the State University of New York. The program is designed to put a college education within the reach of citizens of New York State who are educationally underprepared and economically disadvantaged.

“Educationally underprepared” has many meanings, but generally refers to those who have achieved poorly in previous school experiences. This may be evidenced by high school grades or standardized test scores (SAT, ACT, etc.) or a lack of pre-requisite academic course work required for their chosen degree. Students eligible for admission to EOP may be “underprepared,” but demonstrate in other ways a potential for successfully completing a college program.

Students enrolled in EOP are offered tutoring and academic advising as well as career, educational, and personal development services. Students may also be eligible for additional financial aid to supplement their college expenses through an EOP grant. In addition, a pre-freshman summer orientation program is offered to students enrolling during the fall semester to acquaint them with the college environment.

Income guidelines have been established by the State to determine economic eligibility for first-time EOP applicants. Students applying for the program must document historical and present “economic disadvantagement” to be considered for admission. Transfer students who were enrolled in a similar post-secondary opportunity program such as EOP, HEOE, SEEK, or College Discovery at their previous institutions may be eligible to transfer into EOP at Finger Lakes Community College. Verification of previous status is required. Students who are being readmitted to Finger Lakes Community College, and who were previously enrolled in EOP, are eligible provided they have not received a degree, are in good academic standing from their last semester of Finger Lakes Community College attendance, are New York residents, and are not in default on Federal student loans.

For additional information, contact the EOP Coordinator at (585) 785-1267 or visit the Web site at www.flcc.edu/eop.

CRISIS RESPONSE TEAM

The Crisis Response Team at Finger Lakes Community College responds to student mental health crisis situations in which a student is in imminent danger of harming self or others. When the crisis response procedures are implemented on behalf of a student, the student will be responsible for any costs incurred and parental/legal guardian/emergency contact notification will occur. A student who receives assistance from the Crisis Response Team will be required to meet with the Associate Vice President of Student Affairs to develop a reentry plan to the College. This step ensures that the student is linked to appropriate services that will support the attainment of his/her educational goals. The Team is comprised of Division of Student Affairs professionals, as well as representatives from a variety of other campus departments. The Crisis Response Team may be contacted through the Center for Advisement and Personal Development at (585) 785-1267.

STUDENT HEALTH SERVICES

Health and wellness are important to being a successful student. The College maintains Student Health Services to provide wellness care, care of health problems, treatment of minor illnesses, and health counseling. Services are provided under the direction of a Registered Nurse to promote and facilitate students’ positive lifestyle changes. A Campus Community Coalition, comprised of faculty, staff, students, landlords, law enforcement and other community officials implements strategies to encourage students to engage in the greater community without the abuse of alcohol, drugs or other destructive activities.
Health history and medical records are handled with strict confidentiality. Student Health Services is in compliance with several State and Federal mandates.

Medical emergencies are handled by the local ambulance corps. The ambulance corps has established fees which will be billed based on the level of service.

All Finger Lakes Community College full- and part-time students are covered by basic accident benefits while on College premises or while participating in College-sponsored activities, both on and off campus. This benefit is included in the Student Auxiliary fee. Information and applications regarding optional sickness insurance coverage are available by contacting Student Health Services at (585) 785-1297.

Students With Special Needs
Finger Lakes Community College is committed to providing an equal opportunity for all qualified students. The College does not have a formal program of study for special populations. Finger Lakes Community College believes that the needs of each person with a disability are individual and unique. Therefore, services are provided on an individual basis.

Advisement and support services are available to students who meet the eligibility guidelines as outlined in the guidebook, Procedures for Services to Students with Disabilities. A copy of the guidebook is available upon request from the Admissions Office or Developmental Studies Department.

Learning Disabilities
Students with a documented learning disability should contact the Coordinator of Services for Students with a Learning Disability at (585) 785-1390 for additional information.

Physical and/or Psychological Disabilities
Students with a documented physical and / or psychological disability should contact the Coordinator for Services to Students with Disabilities at (585) 785-1441 for additional information.
STUDENT LIFE

Through various activities, students at Finger Lakes Community College have the opportunity to become an active force in the on-going operation of the College. The objective is to provide our students with realistic, growth-oriented, and practical experiences which they can take with them into any home, business, or community situation upon completing their formal education. Co-curricular activities encourage social, cultural, educational, and community awareness and involvement by:

- providing opportunities for leadership development through participation in the Student Corporation and workshops;
- promoting student self-governance as a means of developing the responsibility and effectiveness required in today’s world;
- participating in the planning of campus-wide programs and events that prepare students to get involved and meet the challenges of our global community; and
- enriching the educational program of the College through these various activities.

The Student Life Office includes offices of the Student Corporation, Student Senate, Campus Activities Board, and various campus clubs and organizations. The cafeteria, student lounges and Stage 13 (live entertainment area) are conveniently located near the Student Life Office.

For more information, please contact the Director of Student Life and Transition Services at (585) 785-1264.

STUDENT CORPORATION

The purpose of the Student Corporation at Finger Lakes is to promote the interests and concerns of the student body to both the faculty and administration. It is the students’ formal link to those who create and execute policies which affect the student population and shape the educational environment of the college. It is also the responsibility of the Student Corporation to help foster an environment of meaningful and enriching co-curricular activities to provide a well-rounded and exciting educational experience at Finger Lakes Community College. Students interested in leadership opportunities with the Student Corporation should contact the Student Life Office at (585) 785-1264.

CAMPUS ACTIVITIES BOARD

The Campus Activities Board, a standing committee of the Student Corporation, provides the majority of the social and cultural activities at Finger Lakes. An on-going program of live performances, films, speakers, dances, picnics, trips, sporting event trips, noontime entertainment, curriculum/departmental events, and other special events are sponsored throughout the academic year.

Membership is open to any student interested in the experience of planning and implementing programs which fulfill the social, cultural, entertainment, and educational needs of the students, faculty, staff, and community.

The Campus Activities Board strives in its programming efforts to create a climate of positive, student-to-student, and student-to-staff relationships; provide real-life experiences; encourage positive College and community relationships; develop programs that are supplemental to and an integral part of the academic mission at Finger Lakes; broaden individuals’ awareness of cultural expression and our world; and entertain.
CLUBS AND ACTIVITIES
To see a complete listing of the clubs and organizations that are current and active, please visit www.flcc.edu/studentlife.

Honor Societies
Alpha Beta Gamma
Alpha Beta Gamma is the national business and computer science honor society for men and women at junior and community colleges.

Criteria for induction are matriculation in an eligible business or computing science curriculum at the College, and maintaining at least a 3.5 cumulative grade point average after 30 credits.

Phi Theta Kappa
Phi Theta Kappa is a national honor society of two-year community colleges and junior colleges. This student-run organization is dedicated to scholarship, leadership, service, and fellowship. The Finger Lakes Community College chapter, Alpha Epsilon Chi, was chartered in 1981.

Criteria for induction are a 3.5 cumulative grade point average and the accumulation of at least 15 credit hours for full-time students. Criteria for induction of part-time students are a 3.75 grade point average and an accumulation of at least 30 hours.

FLCC ASSOCIATION, INC. (Auxiliary Services)
Mission Statement
The Finger Lakes Community College Association was incorporated in 1972 to establish, operate, manage, and promote educationally-related services for the benefit of the campus community, including faculty, staff, and students, in harmony with the educational mission and goals of the College.

The Finger Lakes SUNY ID Card
The Finger Lakes SUNY ID card is an integral part of the student’s experience at Finger Lakes Community College. The SUNY ID card not only serves as the FLCC ID card, but also functions as a debit card. Financial Aid proceeds for book vouchers and meal plans are accessed through use of the Finger Lakes SUNY ID card. In addition, students can place their own money on the card and receive an additional 5% in spending power when using the card to make purchases.

Child Care Center
The Center offers students an on-campus, NYS licensed, NAYEC accredited child care program. A typical day includes educational and developmentally structured activities for children 18 months through preschool. Before and after school care and summer camps for children up to age 8 are also available. This service is available Monday through Friday from 7:30 a.m. - 5:30 p.m. twelve months of the year. A variety of rate and schedule options are available. For more information, call (585) 394-6666.

Campus Book Store
The Campus Book Store sells all required textbooks, general supplies, and art supplies for semester courses. We also carry reference books, paperback titles, and software at educational prices. The Book Store sells a full line of FLCC imprinted clothing and gift items, greeting cards, postage stamps, health aids, candy, snacks, and beverages. In addition, we sell many types of reference books, guides and dictionaries. If we do not have an item in stock, every
effort will be made to order the item and have it in stock within a couple of days. The Campus Book Store is located on the second floor adjacent to the Library.

Regular semester hours are Monday and Tuesday, 8 a.m. – 6:30 p.m., Wednesday - Friday, 8 a.m. – 4 p.m. Extended hours are scheduled for the beginning of the Fall and Spring semesters. Please check the bookstore section of www.flcc.edu for store hours information.

Financial Aid book charges will be available two weeks prior to classes starting in the Fall and Spring semesters and will be active for three weeks into each semester. Students must have excess financial aid and an FLCC SUNY ID in order to activate and use a financial aid book charge.

Please visit our website at www.flcc.bkstr.com for Fall, Spring, Summer, and Jan Plan textbook information.

The Book Store will have textbooks available at the Geneva Campus Center, Victor Campus Center and the Wayne County Campus Center locations for the first week of the Fall and Spring semesters. Students will be able to access and use Financial Aid book charges at each location during the first week of classes.

Book Buy Back is conducted during the last week of the Fall and Spring semesters as well as all summer during regular business hours, Monday - Friday, 8 a.m. - 4 p.m.

For additional information, call the Book Store at (585) 394-1335 or e-mail bookstore@flcc.edu.

Dining Services
AVI Fresh Culinary Center offers a variety of food styles to accommodate your need for quality and convenience. Made to order pasta and international dishes are prepared personally and quickly for you as well as a variety of wraps and sandwiches from our deli. Hot home style entrees are prepared in batches and plated at your request so that a home cooked meal will always be available. Pizzas and items from the grill station are also available as well as vegetarian selections that extend far beyond our full service soup and salad bar. A separate selection of fresh prepackaged items are made throughout the day so that you can “grab and go” then enjoy when and where you like. Credit and debit cards are welcomed for your convenience. The hours of operation for the Culinary Center are Monday-Thursday 7:30 a.m.-8:00 p.m. and Friday 7:30 a.m. to 2:00 p.m.

Athletics
Competition in intercollegiate sports at Finger Lakes Community College includes the following sports: men’s and women’s soccer, men’s and women’s basketball, men’s and women’s volleyball, men's and women's outdoor track and field, men's and women's cross country, baseball, softball, and woodsmen teams. The intercollegiate athletic program, in addition to healthful exercise, provides the student with an opportunity to share in the pride of fair play and sportsmanship with an understanding and appreciation of good teamwork.

Any student who meets the eligibility requirements of the College and NJCAA may try out. Copies of the Equity in Athletics Disclosure Act are available from the Athletic Department.

Student Wellness / Recreation
The College offers daily use of the gymnasium and fitness center to all Finger Lakes Community College students. The gymnasium hours are for open-student use or may include scheduled activities based on student interest. Monthly schedules of available hours may be obtained from the Athletic Department. Use of the facilities is free of charge upon presentation of the Finger Lakes SUNY ID card.

Auxiliary Services
Other services provided through student auxiliary fees are Finger Lakes SUNY IDs; student health and accident insurance; student emergency loans; and graduation cap and gown, diploma, and reception.
STUDENT HOUSING

Finger Lakes Community College is committed to assisting students locate suitable housing accommodations. The Office of Housing and Residential Life works to provide quality housing services in a living-learning community within the residence hall for traditional-age students attending the College. We are committed to the development of a residential community that promotes academic success in our affiliated facility. Finger Lakes College Suites is owned by Association Housing, LLC, a subsidiary of the FLCC Association, Inc. With the opening of Finger Lakes College Suites, the College has evolved from a largely commuter institution to a residential campus, with programming and services designed accordingly.

In addition, the Office of Housing and Residential Life offers services to assist those students who are looking for off-campus housing by providing our Rental Property Listing, an online resource where students can find available housing in the Canandaigua area; Roommate Finder, a search and advertise index exclusively for students; and our Guide to Student Housing, a guide to independent living with a student centered perspective. The Guide to Student Housing is designed to assist you in making your off-campus housing arrangements. It contains information that will be helpful as you consider off-campus housing options and in developing a positive relationship with your landlord and neighbors.

Whether you are considering Finger Lakes College Suites, the housing program affiliated with Finger Lakes Community College, or private off-campus properties, the Office of Housing and Residential Life strongly suggests that you consider your options carefully. Be sure to read and understand all terms and get any needed clarification prior to entering into any agreement.

Finger Lakes Community College does not own, operate or endorse any off-campus housing. College personnel do not supervise any off-campus properties, and the College does not become party to private landlord/tenant matters nor involve itself in any transaction between or on behalf of landlords or student tenants.

New students are urged to look for housing during the winter and spring months for the upcoming fall semester, and in the fall months for the upcoming spring semester. Students who are accepted to the institution are not guaranteed housing. Application for housing with Finger Lakes College Suites is a separate process. It is suggested that students interested in Finger Lakes College Suites apply prior to April.

For more information on housing options and assistance with your housing search, visit www.flcc.edu/housing or contact the Office of Housing and Residential Life at 585-785-1643.
INSTITUTIONAL SUPPORT SERVICES

CHARLES J. MEDER LIBRARY
The Library provides students and faculty at Finger Lakes Community College, as well as community residents, with excellent access to information resources in print and media formats. The College’s collection consists of 70,000 volumes, 450 current periodical titles, and 4,000 media programs. Additional books and periodical articles can be obtained for patron use through the Library’s participation in a nationwide computerized interlibrary loan system. Librarians are always available to provide individual assistance in locating and using information resources.

The Library has an Aleph on-line public access catalog and circulation system listing all items owned by the Library. This computer system also permits users to directly search for items located in other SUNY libraries across the State. The Aleph catalog is available to students both at the main campus, FLCC Geneva Campus Center, FLCC Wayne County Campus Center and the FLCC Victor Campus Center. Terminals located throughout the Library provide access to these computer systems.

The Library provides several quiet study areas as well as attractive lounges for leisure reading and relaxation. Media facilities allow individual and small group use of audio and video tapes, CDs, DVDs, and records. Membership and participation in cooperative regional activities expand Finger Lakes’ Library services. These memberships include SUNY Open Access, which allows students, faculty, and staff direct borrowing privileges from State University of New York college and university libraries.

The College Library is a member of the Rochester Regional Library Council, a consortium of academic, research, public, and industrial libraries in the greater Rochester area. The Council is a regional enterprise of the NYS Reference and Research Library Resources program, serving the counties of Livingston, Monroe, Ontario, Wayne, and Wyoming. All college and public libraries in these counties belong to the Council, along with many large corporations and medical libraries. Finger Lakes’ students and faculty can obtain books and photocopies of journal articles through the Council’s Regional Interlibrary Loan Network.

The Library has attractive individual and small group study spaces, production studio (for use by students enrolled in the College’s Communications program), a well-equipped photocopy/multimedia technology center, an electronic classroom for hands-on instruction in the use of computerized library resources, and space for print collections. The Library’s upgraded computer systems provide students with direct access to numerous computerized information databases, including the Internet.

The Library can be accessed 24 hours a day, seven days a week via the Internet. Students can search the Library’s Web site, catalog, and databases from any computer that has Internet access.

EDUCATIONAL TECHNOLOGY CENTER
The Educational Technology Center is a comprehensive media technology facility which offers a variety of resources to students, staff and faculty. Services include:

• Audio visual support for classrooms, lecture halls, and conference centers
• Consultation and design advice for the development of media equipment projects
• Satellite and cable TV communications
• Media production, photography, video and desktop publishing
• Special event support

To meet the needs of the College community, the Educational Technology Center strives to maintain traditional media resources as well as update and provide access to the most current technology and materials necessary to support high quality educational experiences.
DEVELOPMENTAL STUDIES DEPARTMENT

The Developmental Studies Department at Finger Lakes Community College is designed to offer courses and services to every student with the intent of providing the best possible chance for success, regardless of prior educational background. The Department’s courses and services strive to enhance a student’s college experience by providing the following:

- **Courses.** The Developmental Studies Department coordinates the following courses: First Year Student Seminar, College Composition, Effective Reading, College Study Strategies, and Service Learning: Peer Tutoring. Each of these courses is designed to assess a student’s academic ability and to increase that ability by the end of the semester. Small class size allows for interaction between instructor and student. The courses are three (3) credit hours that can be applied to general elective credit for any degree.

- **Academic Support Center.** Academic assistance is available to all students who wish to improve their skills in areas such as: reading, grammar, writing, study skills, computational skills, mathematics, or science. The ASC Center faculty offer assistance with any course taught at Finger Lakes Community College.

- **Peer Tutoring Program.** This program offers peer tutoring on a one-to-one as well as group basis. Peer tutoring arrangements can be made by contacting the Academic Support Center faculty.

- **Adult Basic Education.** This program helps students without a high school diploma improve basic reading, writing, and math skills, and prepare for the GED test. Currently, there is no cost for this program.

THE WRITE PLACE

Finger Lakes Community College’s writing center, The Write Place, offers students assistance on any writing project on a drop-in basis. The Write Place, located in the Library, is a comfortable environment for individualized or small-group work. Faculty members from the Humanities and Developmental Studies Departments, who staff the center, help students develop their self-confidence in personal expression and writing skills in a supportive and collegial setting. In the Write Place, students can seek help with organizing, drafting, documenting, and revising their essays or research papers.

The Write Place has an extensive collection of writers’ handbooks and reference materials, along with fully networked computer systems for conducting Internet searches, accessing library references, word processing, and laser printing.

COMPUTER RESOURCES

The college’s extensive computer facilities for student use consist of more than 1000 computer systems at the Canandaigua, Geneva, Victor, and Wayne County Campus Centers. Each lab or classroom has computers, software, and peripherals tailored to the needs of the classes held there. Current information regarding the systems and software in use is available on the College’s Web site.

- Wireless access to the internet is available for registered students and staff at all campus locations.

- All computer labs are equipped with Windows compatible Intel or Macintosh systems which access laser printers, the internet, e-mail, and the internal LAN. All
registered students are provided with web-based student E-mail, local network accounts with data storage, access to the FLCC wireless network and off-campus access to library databases.

- Computer science classes use four computer labs for their course work with Microsoft Office or Adobe Creative Suite applications, game programming, web development, business applications programming, database development, networking, and programming with Visual Studio languages or Java.

- Business classes meet in two computer labs for their work with standard Windows office suite applications and other software for accounting, paralegal training, office automation, word processing, and travel/tourism management.

- In the Science Department, laptops and desktop computers with specialized software are available in five labs and two classrooms for use by students in biology, engineering, chemistry, and physics classes.

- Students in Mechanical Technology or other sciences use CAD applications in the Autodesk Master Suite, ArcView GIS, Labview, and various engineering programs installed in several student labs.

- The graphic design studio features the most current industry standards, including 20 high-end Apple workstations with a complete suite of design, web and imaging software. This area also features a large format color printer, black and white laser printer, film scanner, flatbed scanner, and a non-toxic mounting area.

- The Nursing Department maintains a lab with specialized multimedia programs for nursing instruction. Additional stations in the nursing skills lab simulate centralized record keeping in a typical clinical environment.

- Math classes meet in a computer lab for statistics and calculus courses. In addition to standard office suite applications, the systems have Minitab, Derive, and other specialized math programs.

- Three computer labs are available at the FLCC Geneva Campus Center, providing all programs needed by the classes that meet there. Additional systems provide for individual tutorial activities and adaptive access.

- Two computer labs are available at the FLCC Wayne County Campus Center, providing all programs needed by the classes that meet there. Additional systems provide for individual tutorial activities and adaptive access.

- Computer labs at the FLCC Victor Campus Center will provide all programs needed by the classes that meet there. Additional systems provide for academic support efforts.

- Computerized assistance with research tasks is available in the main campus library. Registered students may also borrow laptop computers for use in the library. The library maintains a hands-on lab for group instruction in search techniques. Additional computers provide access to other libraries, information systems, and remote databases. Registered students and college staff can access the library’s online databases from the internet.
• Specialized Macintosh systems for student instruction in performing arts are located in the music wing, the media lab, the keyboarding lab and the theater lab.

• The Academic Support Center on Main Campus uses a computer lab with software for developmental studies classes, tutorial activities, and other special needs. The systems also have standard office suite software, math applications, and programming languages as needed for peer tutoring or other individual assistance.

• An open lab is available on Main Campus for students to work on assignments when their regular classroom lab is in use for other classes. Systems in this lab have most of the software that are used in classes.

• A multimedia lab may be reserved on an ad hoc basis for occasional use by classes which do not ordinarily meet in a computer lab. It is available for open use when not reserved for a class meeting.

• Linux systems for web programming and student e-mail are accessible from all college computers, and on the internet.

GLADYS M. SNYDER CENTER FOR TEACHING AND LEARNING
The Gladys M. Snyder Center for Teaching Excellence is a faculty-based unit of Finger Lakes Community College. Since inception in 1991, its mission has been to support the teaching and learning processes as central activities of the College. As Finger Lakes continues efforts to be an institution of “excellence,” the Snyder Teaching Center fosters innovation, communication, and opportunities for professional development in all areas of teaching effectiveness in order to enhance student learning. The Snyder Teaching Center strives to serve the pedagogical needs of all faculty and professional staff who are dedicated to the cognitive and affective development of our students.

CAMPUS CENTERS
Finger Lakes Community College offers a wide variety of courses at its Campus Centers to meet the needs of the residents of those communities and the surrounding area. Students can complete a majority of their degree programs or take courses for self-enrichment.

Geneva Campus Center: With its convenient location, flexible scheduling options and in-demand degree programs, FLCC’s Geneva Campus Center makes it possible to juggle college and your busy life. You can complete just about all of your degree program right in your own community. The Geneva Campus Center offers courses toward many programs, including Liberal Arts and Sciences, Criminal Justice and Business Administration.

Wayne County Campus Center: Get the education and experience you need to begin a successful career—right in your own community. Degree programs include Accounting, Human Services, Business Administration and Liberal Arts and Sciences just to name a few. You’ll be able to complete nearly all of your degree program at the conveniently located Wayne County Campus Center.
Victor Campus Center: Whether you are looking for traditional transfer degrees or hi-tech, career focused programs, you can find it at FLCC’s Victor Campus Center. At this state-of-the-art facility, you’ll be able to complete nearly all of your degree program in one convenient location. Plus, you’ll be able to take advantage of FLCC’s Regional Learning Partnerships, which lets you earn credit from four-year colleges and universities right at the Victor Campus Center.

All regulations for admission, tuition, and academic excellence described in the Catalog apply to the Centers as well. For additional information, contact the FLCC Geneva Campus Center at (315) 789-6701 or geneva@flcc.edu or the FLCC Wayne County Campus Center at (315) 331-9098 or newark@flcc.edu or the FLCC Victor Campus Center at (585) 742-6337 or victor@flcc.edu.
COMMUNITY AFFAIRS

Finger Lakes Community College’s Community Affairs office is dedicated to simultaneously improving the college and the communities it serves through a host of initiatives that include partnerships with outside organizations and programs that enhance the lives of students and residents of the Finger Lakes Region. Among the departments and responsibilities that fall under Community Affairs are:

- Internal and External Communications
- Continuing Education
- Finger Lakes Television
- Sustainability
- Constellation Brands Marvin Sands Performing Arts Center (CMAC)
- Community Partnerships

INTERNAL AND EXTERNAL COMMUNICATIONS

Keeping the College community and the greater community at large informed about events and other developments at FLCC is a primary mission of Community Affairs, with a heavy reliance on electronic message devices, such as e-mails and social media tools, as communication vehicles.

CONTINUING EDUCATION

Offering tools to the community to develop a trained and energized workforce is a key mission of the College and its role as an economic engine for the region.

FINGER LAKES TELEVISION

FLTV is the public access station that serves the region through broadcasts on Channel 12 of the Time-Warner cable system. The College hosts the station on the main campus. Community members and students have full access to the channel and the station’s facilities and help produce public, educational and governmental programming.

SUSTAINABILITY

The College has a strong commitment to environmentally friendly practices with Community Affairs staff assigned to develop and implement sustainable programs and serve as an educational beacon in the community to promote sustainability. In March 2008, the president of FLCC joined dozens of college presidents across the country in signing the Presidents’ Climate Commitment, which is aimed at reducing the carbon footprint of colleges and universities.

CMAC

One of the College’s remarkably unique assets is the location of a world-class outdoor performing arts center on the grounds of the campus. The Community Affairs office is the liaison between the College and Friends of CMAC, the non-profit organization that books nationally renown artists to perform each summer at CMAC.

COMMUNITY PARTNERSHIPS

Community Affairs staffers work with a host of organizations and non-profit groups outside of the campus on projects and public educational forums and events. The Community Affairs offices are based in room B128 of the main campus and can be reached at (585) 785-1660, or by e-mailing ce@flcc.edu.
CONTINUING EDUCATION
CONTINUING EDUCATION

Continuing Education is located in the Community Affairs offices on the main campus, 3325 Marvin Sands Drive, Canandaigua. The staff there is committed to the education, training, and personal-cultural needs of Finger Lakes area citizens as part of its mission to boost economic development in the region. Personal enrichment classes complement our more than 600 professional, vocational, and career offerings yearly. Courses are available in several categories:

- Workforce Development Solutions
- Allied Health Programs
- Direct Support Professional
- Professional Licensure Courses and programs
- Personal and Cultural Enrichment Seminars
- Small Business Development Center (SBDC)
- Certified Nurse Assistant/Home Health Aide

WORKFORCE DEVELOPMENT SOLUTIONS

Continuing Education is the College's center for solutions to workforce development. To help companies remain competitive, improve satisfaction, and keep employee skills current, a variety of options are available. Customers can select a solution or blend solutions to best address needs.

- Online non-credit and credit courses (www.flcc.edu/ce)
- One-on-one coaching
- Small group training
- Credit courses

ALLIED HEALTH PROGRAMS

Prepare to become a Certified Nursing Assistant by completing this FLCC program and passing the New York State certification exam. The program includes classroom training in the principles and practices of patient care, and clinical experience in a long-term care setting.

Online Allied Health courses and program are convenient and include topics such as Veterinary Assistant, Advanced Coding for the Physician’s Office, HIPPA Compliance, Medical Transcription, and ICD-10 Medical Coding: Preparation and Instruction for Implementation.

NURSE ASSISTANT

Prepare to become a certified Nurse Assistant by completing this FLCC course and passing the New York State certification exam. Our non-credit program includes classroom training in the principles and practices of patient care, and clinical experience in a long-term care setting. Orientation and an interview are required prior to registering for the Nurse Assistant course. Contact Community Affairs for a schedule.

DIRECT SUPPORT PROFESSIONAL

This 200 hour National Accredited (provisional status) course prepares participants to work directly with intellectually or developmentally disabled persons with the aim of integrating those individuals into society in the least restrictive environment. They assist an individual with a disability to lead a self-directed life and contribute to the community,
which may include assistance with daily living activities and encouraging behaviors that enhance community inclusion. Contact Community Affairs for additional information.

PROFESSIONAL LICENSURE PROGRAMS AND COURSES
Professional licensing programs and courses include:

- Child Development Associate (CDA)
- Real Estate Salesperson
- Notary Exam Test Prep Course

PERSONAL AND CULTURAL ENRICHMENT OFFERINGS
A variety of personal and cultural enrichment courses are available. Additional information can be obtained at www.flcc.edu/ce.

SMALL BUSINESS DEVELOPMENT CENTER
The Small Business Development Center (SBDC) is partially funded by the U.S. Small Business Administration and is administered by the State University of New York, and offers services, free of charge, that help people get business off the ground and running profitably. Contact the Regional SBDC office at (585) 232-7310.

To view the complete non-credit courses and programs, visit our Web site at www.flcc.edu/ce. For additional information, call (585) 785-1660, or e-mail ce@flcc.edu.
ACADEMIC STANDARDS
ACADEMIC STANDARDS

PHILOSOPHY
Academic programs and co-curricular services and activities of the College directly support the College mission to promote the intellectual and personal growth of each student. Academic instruction in the fields of Developmental Studies, Liberal Arts and Sciences, and several career oriented areas are designed to promote sharply focused disciplinary knowledge together with more generic critical thinking, problem solving and decision making skills. Co-curricular services, programs and activities complement the academic curriculum, providing opportunities for experiences that promote the development of personal and interpersonal competencies and appreciation for the value of continuous self-discovery and lifelong learning.

The policies of Finger Lakes Community College encourage the pursuit of scholarship within a positive and supportive environment. Academic Standards and Regulations are designed to support this philosophy, and the College has adopted the following guidelines to assist in this purpose. The College faculty are authorized to specify attendance, testing, and grading policies consistent with the purpose and nature of the course and the Academic Standards and Regulations that are listed in this section.

DEFINITION OF TERMS
Curriculum: A program of courses approved for a specific degree or certificate.
Electives: Credit courses, not required in a given curriculum, but which may be taken for credit toward graduation.
Full-time Student: A student enrolled for twelve (12) or more credits.
Part-time Student: A student who is taking fewer than twelve (12) hours during a semester.
Good Standing: A student who successfully accumulates credit hours and meets a cumulative grade point average according to the College’s Standards of Progress (see page 74).
Academic Probation: A student who fails to meet the College’s Standards of Progress (see page 74). A student on academic probation is limited to a maximum of 13 credit hours.
Academic Dismissal: A student who fails to meet the minimum Standards of Progress following a probationary semester (see page 75). A student, who has been academically dismissed, must complete the academic appeal process to be reinstated. The dismissal remains in effect until the student has been readmitted by the Committee on Academic Standing or, in certain circumstances, the Director of Community Standards.
Matriculated Student: A student is matriculated upon acceptance into a program of study at the College that leads to a degree or certificate.
Non-Matriculated Student: An individual who is taking courses without applying or being accepted for matriculation in a degree program. Non-matriculated students are restricted to a maximum of eleven (11) hours of credit during any one term.
Overload Status: A student may enroll for more than 19 hours by securing approval from their advisor and the Associate Vice President. An additional fee is required.

GRADING SYSTEM
The following grades are awarded in credit courses for which quality points are computed. The grades A, B, C, and D are applicable toward graduation requirements.
A An honor grade given for work of excellence and distinction
B  Represents work of consistently high quality
C  Represents work of average quality, within broad ranges, which meets the essential requirements of the course
D  Indicates some evidence of accomplishment but substantially below-average quality work
F  Negligible academic accomplishment

The following grades are awarded for certain courses:

S  Satisfactory completion of the course requirements
U  Unsatisfactory work

The following symbols may be used for credit or non-credit courses. These are not counted toward graduation:

Q  Unofficial Withdrawal from a course that occurs when a student discontinues a course prior to a time when the instructor can properly assign any earned grade. Excessive absence from class may be interpreted as unofficial withdrawal. Q is an instructor-initiated grade. Faculty may change the Q to an F. Students are encouraged to withdraw officially if they are not attending class.

W  Official Withdrawal from a course without penalty to a student's grade point average is permitted any time on or before the Friday of the week the class has met eighty percent of its scheduled time. The formal withdrawal is initiated by the student. The form becomes official when it is submitted to the Registrar and the grade of W (withdrawal) is entered on the student record. Course withdrawals during the first three weeks of a course will not be entered on the student’s record.

I  Incomplete indicates that a student was unable to complete a small portion of the course work by the end of the semester due to extenuating circumstances. This grade may be assigned at the discretion of the instructor and is a temporary grade. Instructors may require a signed contract that includes a description of the work to be completed and a deadline for completion. The deadline for completing incomplete work is at the instructor's discretion, but should not exceed one calendar year. After the student has completed the work, the instructor will submit a "Change of Grade Notice" to the Registrar for the removal of the "I" grade, and the student will be notified of the new grade. The Registrar's Office will notify the instructor of the course prior to the pending change of an "Incomplete" to a failure. Unless otherwise notified by the instructor, if the "I" grade has not been removed within one calendar year, it will be administratively changed to an "F." The student will be notified when the grade change occurs.

X  Administrative Withdrawal. Students will be administratively withdrawn if they fail to provide proof of immunity and acknowledgment of meningococcal meningitis vaccine information as required by New York State Public Health Law 2165 and Health Law 2167. A grade of “X” will not be calculated in the student’s grade point average and cannot be used toward graduation.
AW Conduct Withdrawal. Students will be assigned a grade of AW, according to the Student Code of Conduct, for conduct reasons leading to suspension or dismissal before completion of their current semester. An AW grade will usually be accompanied by a Permanent Transcript Notation. Please see the Student Code of Conduct, “Sanctions”, for more information.

AU Audit. A student may audit a course only with the written approval of the instructor. Such approval must be submitted to the Registrar’s office prior to the end of the drop/add period. The student must pay the required amount as if registering for credit in the course. An auditor student may change status only during the normal drop and add period established by the college. A grade of AU is not earned credit and cannot be used to fulfill graduation requirements.

ACADEMIC HONESTY
The College, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Finger Lakes Community College expects academic honesty and integrity from all students and believes it is an important aspect of each student’s education and preparation for the future. All members of the College community should realize that deception for individual gain is an offense against the members of the entire community, and it is everyone’s responsibility to be informed of College regulations on academic honesty.

ACADEMIC DISHONESTY
Academic dishonesty includes, but is not limited to, the following:

Cheating:
• Possessing unauthorized sources of information during an examination
• Copying the work of another student or permitting copying by another student during an exam
• Completing an assignment, such as an exam, paper, lab report, or computer program for another student
• Submitting material produced by someone else without noting the reference source (i.e. footnote)
• Altering graded work after instructor evaluation and resubmitting the same paper in two different classes without approval of both instructors
• Inventing data or falsifying an account of data collection
• Receiving questions or answers from someone who has already taken the same exam

Plagiarism
Taking the words or substance of another and copying or paraphrasing the work without giving credit to the source (i.e. through footnotes, quotation marks, reference citations).

Additional Examples of Academic Dishonesty
• Providing material to another person with the knowledge it will be improperly used
• Possessing another student’s work without permission
• Selling or purchasing materials for class assignments
• Altering another student’s assignment
• Knowingly furnishing false or incomplete academic information
• Altering documents affecting student records
• Forging a signature or falsifying information on any official academic document
These definitions, examples, and prohibition of academic dishonesty apply equally to all FLCC classes, whether online, at a campus center, or through any other method(s) of delivery.

**CONSEQUENCES**
Disciplinary action for violations of academic honesty will be determined by the instructor. The consequences for such violations may range from a warning to receiving a grade of "F" in the course. Students who have been assigned a grade of "F" for a course as a result of academic dishonesty will not be permitted to change that grade by withdrawing from the course.

**REPEAT COURSES**
A student who repeats a course (that cannot be repeated for credit) for a higher grade can only count the course as credit towards full-time status for purposes of financial aid if the student initially received a grade of "F" in the course or a higher grade is required by the academic department.

For those students who do repeat a course, the higher grade will be calculated in the cumulative grade point average and count as credits completed. Both courses will continue to appear on the student’s transcript.

**GRADE POINT AVERAGE**
The Grade Point Average (GPA) is determined by dividing the total hours of credit hours with grade points into the total number of grade points earned. Credit hours for courses with a grade of "F" are added into the total number of credit hours for calculation of the GPA. All grades carrying grade points are used in calculation of the GPA. In the case of repeated courses, the higher grade is calculated in the GPA.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</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</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</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-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Example of how a Grade Point Average (G.P.A.) is computed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Credit Hours</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>3.7</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>3</td>
<td>6.9</td>
</tr>
<tr>
<td>I</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

10 18.0

G.P.A. = \( \frac{\text{Grade Points Earned}}{\text{Credit Hours Attempted in Grade Point Courses}} \) = \( \frac{18}{10} = 1.8 \)

**DEAN’S LIST**
The Dean’s List is recognition of high academic achievement for a semester. Full-time students are eligible if they are matriculated and achieve a 3.5 Grade Point Average for the semester (12 or more hours of earned credit) with no grade below passing and no incompletes.
Part-time students are eligible if they are matriculated, have completed a minimum of 12 credit hours at FLCC, earn a combined total of at least six credit hours for a given year and achieve a 3.5 Grade Point Average with no grade below passing and no incompletes. The student must be part-time for both semesters. The Dean’s List for part-time students is compiled at the end of the Spring term only.

STANDARDS OF PROGRESS
Finger Lakes Community College requires students to maintain a standard of progress to keep matriculation in a degree program and eligibility for financial aid. Good academic standing is important to all students. In order to be in good academic standing and to be making academic progress toward a degree or certificate, a student must meet a minimum cumulative grade point average and successfully accumulate credits according to the table below. At least once each semester, students are encouraged to meet with their faculty advisor or with a staff member in the Center for Advisement and Personal Development to review their academic progress.

If the standard of progress is not achieved at the intervals noted below, a student will be placed on academic probation. A student who fails to meet the College’s Standards of Progress for two semesters in succession is not in good academic standing and may be academically dismissed from FLCC.

Students should be aware that grades of F (failing), U (unsatisfactory), I (incomplete), Q (unofficial withdrawal), W (withdrawal), and X (administrative withdrawal) count as “credits attempted,” but do not count as “credits completed” under the Standards of Progress. In order to remain in good academic standing, students should minimize these types of grades.

<table>
<thead>
<tr>
<th>Number of credits attempted</th>
<th>Minimum # of credits required to be completed</th>
<th>Minimum G.P.A. required</th>
<th>Number of credits attempted</th>
<th>Minimum # of credits required to be completed</th>
<th>Minimum G.P.A. required</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3</td>
<td>1.5</td>
<td>36</td>
<td>20</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>1.5</td>
<td>38</td>
<td>22</td>
<td>2.0</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>1.5</td>
<td>40</td>
<td>23</td>
<td>2.0</td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>1.5</td>
<td>42</td>
<td>25</td>
<td>2.0</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>1.5</td>
<td>44</td>
<td>26</td>
<td>2.0</td>
</tr>
<tr>
<td>18</td>
<td>9</td>
<td>1.7</td>
<td>46</td>
<td>28</td>
<td>2.0</td>
</tr>
<tr>
<td>20</td>
<td>10</td>
<td>1.7</td>
<td>48</td>
<td>29</td>
<td>2.0</td>
</tr>
<tr>
<td>22</td>
<td>11</td>
<td>1.7</td>
<td>50</td>
<td>31</td>
<td>2.0</td>
</tr>
<tr>
<td>24</td>
<td>12</td>
<td>1.7</td>
<td>52</td>
<td>32</td>
<td>2.0</td>
</tr>
<tr>
<td>26</td>
<td>14</td>
<td>1.7</td>
<td>54</td>
<td>34</td>
<td>2.0</td>
</tr>
<tr>
<td>28</td>
<td>15</td>
<td>1.7</td>
<td>56</td>
<td>36</td>
<td>2.0</td>
</tr>
<tr>
<td>30</td>
<td>16</td>
<td>1.7</td>
<td>58</td>
<td>37</td>
<td>2.0</td>
</tr>
<tr>
<td>32</td>
<td>18</td>
<td>1.7</td>
<td>60</td>
<td>39</td>
<td>2.0</td>
</tr>
<tr>
<td>34</td>
<td>19</td>
<td>2.0</td>
<td>62</td>
<td>41</td>
<td>2.0</td>
</tr>
</tbody>
</table>

* 36 - 62 continued in column 4.

If the total number of credit hours attempted falls between measuring points, the standard will be measured based on the previous point. Requirements for more than 62 attempted credits are available at either the Center for Advisement and Personal Development or the Director of Community Standards.
ACADEMIC PROBATION
When a student fails to meet the Standards of Progress, the student is placed on academic probation. Academic probation serves as a warning that a student is in academic jeopardy. At the conclusion of the probationary semester, the student may 1) move to good academic standing if progress is achieved according to the intervals noted in the table above, 2) continue on academic probation if progress is shown towards meeting the Standards of Progress, or 3) be academically dismissed if progress is not shown towards meeting the Standards of Progress (refer to Academic Dismissal, see below). Students who have been placed on academic probation are encouraged to meet with their faculty advisor or a staff member in the Center for Advisement and Personal Development to discuss the requirements for good academic standing. A student on academic probation is limited to 13 credit hours unless a Probation Overload Request is filed with, and approved by, the Director of Community Standards. Probation Overload Request forms are available online at www.flcc.edu/offices/advisementcenter/index.cfm or from the Director of Community Standards.

ACADEMIC DISMISSAL
When a student fails to meet the minimum Standards of Progress following a probationary semester, the student may be academically dismissed from the College. Academic dismissal means that the student is no longer in a degree program, loses all financial aid, and is not eligible to return to FLCC without completing the Academic Appeal process (refer to Academic Appeals, below). A student may appeal the dismissal due to extenuating circumstances. Dismissed students, regardless of their financial aid status, must appeal in order to continue or reactivate enrollment. Academic dismissal remains in effect until the student has been readmitted by the Committee on Academic Standing or, in certain cases, the Director of Community Standards.

ACADEMIC APPEALS
A student who has been academically dismissed from FLCC may appeal the dismissal if extenuating circumstances contributed to this dismissal (including, but not limited to; illness, injury, medical reasons, etc.) To begin the Academic Appeal process, the student must complete an Academic Dismissal Appeal and submit documentation to support the appeal. Academic Dismissal Appeal forms are available from the Director of Community Standards or in the Center for Advisement, Geneva Campus Center, Wayne County Campus Center, Victor Campus Center, and online at www.flcc.edu/offices/advisementcenter/index.cfm. Students are strongly encouraged to meet with a staff member in the Center for Advisement and Personal Development to review the Academic Appeal process. The appeal and all supporting documentation must be returned to the Director of Community Standards by the stated deadline on the appeal. The Committee on Academic Standing will review and act on the petition. The Committee on Academic Standing is comprised of faculty members, representatives from the Center for Advisement, Financial Aid Office, Bursar’s Office, and the Director of Community Standards. Appeals are reviewed by the Committee on Academic Standing and/or Director of Community Standards on a periodic basis throughout the academic year. The Committee on Academic Standing is the final authority on appeals of academic dismissal. Students will be notified in writing regarding the outcome of their appeal. Students may contact the Director of Community Standards with any questions regarding the Academic Appeal process and/or decision at (585) 785-1211.
REINSTATEMENT FOR ACADEMICALLY DISMISSED STUDENTS

A student who has been academically dismissed for not meeting the College’s Standards of Progress may gain re-admission if extenuating circumstances contributed to this failure (refer to Academic Appeals, above). If extenuating circumstances did not contribute to this failure, the student may appeal after leaving the College for two academic semesters (fall and spring).

When an Academic Appeal is granted, the student will be reinstated with probationary status and required to meet conditions specified by the Committee on Academic Standing, or the Director of Community Standards, including, but not limited to, completing a specific course(s), limiting the number of credit hours for which the student may register, achieving a semester grade point average of 2.00, restriction from online courses, and successfully completing all coursework. Students failing to meet the conditions would be required to be separated from the College as follows:

1st failed contract/dismissal – one year leave from Finger Lakes Community College
2nd failed contract/dismissal – three years leave from Finger Lakes Community College
3rd failed contract/dismissal – three years leave from Finger Lakes Community College

Students may contact the Director of Community Standards with any questions regarding reinstatement at (585) 785-1211.

STANDARD OF SATISFACTORY ACADEMIC PROGRESS FOR PURPOSE OF DETERMINING STATE AID (TAP)

Pursuit of Program

Program pursuit must be determined independently from the College’s Standards of Progress. Satisfactory program pursuit is defined as receiving a passing or failing grade in a certain percentage of a full-time course load each term an award is received. The percentage increases from 50% of the minimum full-time course load in each term of study in the first year an award is received, to 75% of the minimum full-time course load in each term of study in the second year an award is received, to 100% of the minimum full-time course load in each term thereafter (refer to the table below). Students may not receive more than six (6) semesters of TAP in their pursuit of an Associate’s Degree unless they are Educational Opportunity Program students.

Minimum full-time course load: 12 credits

<table>
<thead>
<tr>
<th>Semester of Award*</th>
<th>Student Must Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6 credits</td>
</tr>
<tr>
<td>2</td>
<td>6 credits</td>
</tr>
<tr>
<td>3</td>
<td>9 credits</td>
</tr>
<tr>
<td>4</td>
<td>9 credits</td>
</tr>
<tr>
<td>5</td>
<td>12 credits</td>
</tr>
<tr>
<td>6</td>
<td>12 credits</td>
</tr>
<tr>
<td>7**</td>
<td>12 credits</td>
</tr>
<tr>
<td>8**</td>
<td>12 credits</td>
</tr>
<tr>
<td>9**</td>
<td>12 credits</td>
</tr>
<tr>
<td>10**</td>
<td>12 credits</td>
</tr>
</tbody>
</table>

*The credits are prorated for students receiving Aid for Part-Time Study.

**Applicable to Educational Opportunity Program students only.

Standards of Good Academic Standing

A student must be able to meet the College’s Standards of Progress (see page 74), Pursuit of Program requirements, and the Satisfactory Academic Progress Standards to remain eligible to receive State aid. Some of the programs affected are the Tuition Assistance Program (TAP), Child of Veteran Award, Aid for Part-Time Study (APTS), and Part-Time TAP.
Before Being Certified For This Payment

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7*</th>
<th>8*</th>
</tr>
</thead>
</table>

A Student Must Have Accrued At Least This Many Credits With At Least This Grade Point Average

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>3</th>
<th>9</th>
<th>18</th>
<th>30</th>
<th>45</th>
<th>60</th>
<th>75</th>
</tr>
</thead>
</table>

.0 | .5 | .75 | 1.3 | 2.0 | 2.0 | 2.0 | 2.0 |

*Educational Opportunity Program Students only

Waiver for Reinstatement of State Financial Aid Eligibility
Students who lose their eligibility for State financial aid (TAP, APTS and Part-Time TAP) for failing to make Pursuit of Program and/or Standards of Good Academic Standing (noted above) may apply for this waiver to have their State financial aid eligibility reinstated. Such a waiver can be granted only one time in a student’s undergraduate academic career. In order to apply for a Waiver for Reinstatement of State Financial Aid Eligibility, the student must demonstrate that an unusual/extenuating circumstance existed while the student was enrolled at FLCC and had affected their academic performance; that the circumstance is now resolved or no longer exists; and provide documentation of the circumstance.

State Aid and Courses within a Degree Program
Full-time students must be enrolled in a minimum of 12 credit hours within their degree program each semester to be eligible for a Tuition Assistance Program (TAP) award. If a student is receiving a TAP award and wishes to enroll in coursework outside their degree program, the course(s) must be above and beyond the minimum full-time load of 12 credit hours. An exception is made for students who are entering their final semester (that is, the semester the student is scheduled to graduate). In the final semester, the student is not bound by the requirement and is permitted to enroll in coursework outside of their degree program in addition to the courses necessary for graduation to receive a TAP award.

Part-time students receiving Aid for Part-Time Study (APTS) or Part-Time TAP can only be funded for those courses pertaining to their degree program.

State Aid and Repeat Courses
In determining a student’s eligibility for State aid, repeating a course in which a student earned a ‘D-‘ grade or better cannot be counted toward full-time or part-time course load, unless it is required by the student’s curriculum. Full-time students must maintain a minimum of 12 credit hours, not including the repeat course, to be eligible to receive a Tuition Assistance Program (TAP) award. Part-time students receiving Aid for Part-Time Study (APTS) or Part-Time TAP will not receive payment for the portion of the award that would be used to cover the repeated course.

Transfer Students
The College will evaluate a student’s academic transcript from the transfer institution to determine the number of transferable credit hours. That assessment and information concerning the number of awards the student had previously received will be used to place the student at the appropriate point on the Standards of Academic Progress chart. Placement may be either in accord with the number of payments received or number of credits earned – whichever is more beneficial to the student.
STANDARD OF SATISFACTORY ACADEMIC PROGRESS FOR PURPOSE OF DETERMINING ELIGIBILITY FOR FEDERAL AID

In order to receive funding under any of the financial assistance programs authorized by Title IV of the Higher Education Act (Federal PELL, Federal Academic Competitiveness Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Federal Stafford Loans, or Federal Parent Loan), a full-time matriculated student must maintain the College’s Standards of Progress (see page 74) and receive a degree from the College by the end of six (6) semesters. Exceptions to this policy may be made for students who officially change their degree program or emphasis or who attempt a second degree.

FRESH START POLICY

Finger Lakes Community College recognizes the fact that some students may attend the College prior to actually being ready to pursue a college education. Students may attend a semester or two and receive failing or near failing grades. Often the student may stop attending and return many years later only to have the grades from their previous academic endeavor negatively impact their current academic work.

Students returning to Finger Lakes Community College after an absence may petition to have their prior work excluded from the current GPA. Petition forms are available from the Director of Community Standards and at the Center for Advisement and Personal Development. Upon written petition to the Director of Community Standards, students who have been away from the College for five or more years may be granted a "Fresh Start." If a student has less than a five year absence from the College but has extenuating circumstances that warrant a Fresh Start, the student may also petition the Director of Community Standards with appropriate documentation. The Director of Community Standards may refer the petition to the Committee on Academic Standing which will consider the petition based on the documentation submitted. If the petition is approved, the student will be granted a Fresh Start.

If a student is granted a Fresh Start, the transcript will be modified as follows: grades of S (satisfactory) and C- or better will not be calculated in the GPA but the credit will count towards graduation requirements. The courses and grades would remain on the transcript to reflect an accurate academic history. Courses with grades of D+, D, D-, F and U will also remain on the transcript to reflect an accurate academic history, but the grades would no longer be calculated into the GPA, and the credit would no longer count towards graduation requirements.

Students can be granted only one Fresh Start petition during their academic career at Finger Lakes Community College and should petition during the first academic year of their return to college.

APPLICATION FOR DEGREE OR CERTIFICATE

Students are responsible for submitting a Graduation Application form to the Registrar’s Office prior to the start of the semester in which they plan to graduate. Failure to apply by this time may delay the awarding of the degree.

Students who fail to complete a Graduation Application Form will not be certified as graduates.
GRADUATION REQUIREMENTS
Degree candidates must meet the requirements of the specific program of study in which they are matriculated. They must also have successfully completed a minimum of 32 semester credits at Finger Lakes Community College and earned a cumulative Grade Point Average of 2.0 or above.

GRADUATION WITH HONOR
Candidates for a degree or certificate who complete their requirements with a final cumulative Grade Point Average of 3.5 or higher will be considered honor graduates. Those achieving a final cumulative Grade Point Average of 3.8 or higher will be graduated with high honor. Notation of the honor received will be made on the graduate’s diploma.
TRANSFER OPPORTUNITIES

An element of the Finger Lakes Community College mission is to prepare students for transfer to four-year colleges and universities to continue their studies toward a baccalaureate degree. Finger Lakes has established agreements with public and private four-year institutions to facilitate transfer of students once the associate degree is obtained. It is important to note that Finger Lakes graduates transfer to many colleges and universities in addition to those noted below. Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

Two types of transfer agreements currently exist at Finger Lakes:
- Joint Admissions Agreements and Transfer Articulation Agreements

Joint Admissions Agreements enable entering, first-time freshmen to earn admission to Finger Lakes Community College and certain four-year colleges and universities at the same time. Students completing an Associate in Arts (A.A.) or Associate in Science (A.S.) degree program are generally eligible to participate in a joint admissions agreement. Students participating in a joint admissions program will transfer with full junior status, will not have to submit a transfer application, and may receive early registration privileges at that four-year college. Students should indicate their interest in joint admissions when applying to FLCC. Certain restrictions may apply to the joint admissions programs. Consult with a transfer counselor in the Center for Advisement and Personal Development.

Finger Lakes Community College has Joint Admissions Agreements with the following colleges and universities:

**SUNY College at Brockport**
Joint Admissions for all parallel baccalaureate degree programs:

**A.S. Business Administration to:**
- B.S. Accounting
- B.S. Business Administration
- B.A. International Business and Economics

**A.S. Communications to:**
- B.S./B.A. Communication
- B.S./B.A. Journalism

**A.S. Computer Science to:**
- B.A. Computational Science
- B.S./B.A. Computer Science

**A.S. Environmental Studies to:**
- B.S./B.A. Biological Sciences
- B.S. Environmental Science
- B.S./B.A. Water Resources

**A.S. Fine Arts to:**
- B.S./B.A. Art-Studio

**A.S. Human Services to:**
- B.S. Social Work

**A.S. Information Systems to:**
- B.S./B.A. Computer Science

**A.A. Liberal Arts: Humanities/Social Science to:**
- B.S./B.A. African and Afro-American Studies
- B.S./B.A. Anthropology
- B.S./B.A. Arts for Children
- B.S./B.A. Childhood Education
- B.S./B.A. Dance
- B.S./B.A. English
- B.S./B.A. French
- B.S./B.A. Health Science
- B.S. Health Education (K-12)
- B.S./B.A. History
- B.S./B.A. Philosophy
- B.S./B.A. Political Science
- B.S./B.A. Psychology
- B.S. Recreation and Leisure Studies
- Adolescence Education (5-12):
  - B.S./B.A. English
  - B.A. French
  - B.S./B.A. Social Studies
  - B.A. Spanish
  - B.S./B.A. Sociology
A.S. Liberal Arts: Math/Science to:
• B.S./B.A. Biological Sciences
• B.S./B.A. Chemistry
• B.A. Computational Science
• B.S./B.A. Computer Science
• B.S./B.A. Earth Science
• B.S./B.A. Geology
• B.S./B.A. Mathematics
• B.S./B.A. Meteorology
• B.S./B.A. Physics
• B.S./B.A. Water Resources
• Adolescence Education (5-12):
  B.S./B.A. Biology and General Science
  B.S./B.A. Chemistry and General Science
  B.S./B.A. Earth Science and General Science
  B.S./B.A. Mathematics
  B.S./B.A. Physics and General Science

A.S. Physical Education Studies to:
• B.S. Athletic Training
• B.S. Exercise Physiology
• B.S. Kinesiology
• B.S. Physical Education Teacher Education (K-12)
• B.S. Sport Management

A.S. Theatre Arts to:
• B.S./B.A. Theatre

SUNY College at Geneseo
Joint Admissions for the following parallel Baccalaureate degree programs:
A.S. Business Administration to:
• B.S. Accounting
• B.S. Business Administration

A.S. Communications to B.A. Communication

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

A.S. Fine Arts to:
• B.A. Art History
• B.A. Art-Studio

A.A. Liberal Arts and Sciences to:
• B.A. American Studies
• B.A. Anthropology
• B.A. Art History
• B.A. Art-Studio
• B.A. Black Studies
• B.A. Comparative Literature
• B.A. Economics
• B.A. English

• B.A. French
• B.A. Geography
• B.A. History
• B.A. International Relations
• B.A. Philosophy
• B.A. Political Science
• B.A. Psychology
• B.A. Sociology
• B.A. Spanish
• BSED Childhood Education
• BSED Early Childhood Education
• BSED Childhood and Special Education

A.S. Liberal Arts and Sciences to:
• B.S. Applied Physics
• B.S. Biochemistry
• B.A./B.S. Biology
• B.A./B.S. Chemistry
• B.A. Computer Science
• B.A. Geography
• B.A. Geological Science
• B.A. Geophysics
• B.A. Mathematics
• B.A. Physics

A.S. Music to B.A. Music

A.S. Theatre Arts to:
• B.A. Musical Theatre
• B.A. Theatre
• B.A. Theatre and English

Keuka College
Joint Admissions for all parallel Baccalaureate degree programs:
A.A. Liberal Arts and Sciences to:
• B.A. Adolescent Biology Education “7-12”
• B.A. Adolescent Biology Education “7-12”/Special Education
• B.A. Adolescent English Education “7-12”
• B.A. Adolescent English Education “7-12”/Special Education
• B.A. Adolescent Mathematics Education “7-12”
• B.A. Adolescent Mathematics Education “7-12”/Special Education
• B.A. Adolescent Social Studies Education “7-12”
• B.A. Adolescent Social Studies Education “7-12”/Special Education
• B.A. American Sign Language
• B.A. Biochemistry
• B.A. Biology (all programs)
• B.S. Criminology/Criminal Justice
• B.A. English (all programs)
• B.S. Environmental Science
• B.A. Mathematics
• B.A. Organizational Communication
• B.A. Political Science/History
• B.A. Psychology (all programs)
• B.S. Social Work
• B.A. Sociology (all programs)
• B.A./B.S. Theatre and Drama
• B.S. Unified Childhood/Special Education
• B.S. Unified Early Childhood/Special Education
• B.A./B.S. Visual and Verbal Arts

A.S. Liberal Arts and Sciences to:
• B.A. Adolescent Biology Education “7-12”
• B.A. Adolescent Biology Education “7-12”/Special Education
• B.A. Biochemistry
• B.A. Biology (all programs)
• B.S. Environmental Science
• B.A. Mathematics

A.S. Business Administration to B.S. Accounting
A.S. Business Administration to B.S. Management
A.S. Business Administration to B.S. Marketing
A.S. Communications to B.A. Organizational Communications
A.A.S. Business-Accounting to B.S. Accounting
A.A.S. Criminal Justice to B.A. Criminology/Criminal Justice
A.S. Environmental Studies to B.S. Environmental Science
A.S. Human Services to B.S. Social Work
A.S. Sports and Tourism Studies to B.S. Management with Concentration in Sports Management (B.S.)
A.S. Theatre Arts to B.A./B.S. Theatre and Drama

Roberts Wesleyan College
Joint Admissions for all A.A./A.S. to:

B.S. Accounting
B.A./B.S. Art
B.S. Art Education (K-12)
B.S. Biochemistry
B.A./B.S. Biology
B.S. Business Administration
B.A./B.S. Chemistry
B.A. Communication
B.A. /B.S. Comprehensive Science
B.A. Comprehensive Social Studies
B.S. Computer Science
B.S. Criminal Justice
B.A./B.S. Elementary Ed
B.A. English
B.A. Fine Arts
B.A. History
B.A./B.S. Mathematics
B.A. Music
B.S. Nursing
B.A. Philosophy – Religion
B.A./B.S. Physics
B.A. Psychology
B.S. Social Work
B.A. Sociology

St. John Fisher College
Joint Admissions for:
A.A. Liberal Arts and Sciences to:
any parallel B.A. degree program
B.S. Childhood Education
B.A. English: Adolescence Education
B.A. French: Adolescence Education
B.A. Social Studies and Adolescence Education
B.A. Spanish: Adolescence Education
A.S. Business Administration to:
B.S. Accounting
B.S. Management
A.S. Liberal Arts and Sciences to:
B.S. Adolescence Education and Biology
B.S. Adolescence Education and Chemical Education
B.S. Adolescence Education and Physics
B.A. Mathematics and Adolescence Education
B.S. Nursing
A.S. Sports and Tourism Studies to B.S. Sport Studies

University of Rochester
Joint Admissions for:
A.A.S. Nursing to B.S. Nursing
Transfer Articulation Agreements are held with a number of public and private universities. These agreements enable students to complete an Associate in Arts (A.A.), Associate in Science (A.S.), and sometimes an Associate in Applied Science (A.A.S.) degree program and transfer to a four-year college or university with full junior standing.

Noted below are the current joint admissions and transfer articulation agreements with public and private institutions.

NEW YORK STATE PUBLIC INSTITUTION AGREEMENTS

CUNY John Jay College of Criminal Justice
A.A.S. Criminal Justice to B.A./B.S. Criminal Justice
A.A.S. Criminal Justice to B.S. Police Science
A.A.S. Criminal Justice to B.S. Correctional Studies

CUNY John Jay College of Criminal Justice
A.A.S. Criminal Justice to B.A./B.S. Criminal Justice
A.A.S. Criminal Justice to B.S. Police Science
A.A.S. Criminal Justice to B.S. Correctional Studies

SUNY College of Technology at Alfred
A.A.S. Mechanical Technology: Mechanical Design and Drafting to B.S. Electromechanical Engineering Technology
A.A.S. Mechanical Technology: Mechanical Design and Drafting to B.S. Mechanical Engineering Technology
A.A.S Architectural Design and Drafting to B.S. Architectural Technology

SUNY College of Technology at Alfred
A.A.S. Mechanical Technology: Mechanical Design and Drafting to B.S. Electromechanical Engineering Technology
A.A.S. Mechanical Technology: Mechanical Design and Drafting to B.S. Mechanical Engineering Technology
A.A.S Architectural Design and Drafting to B.S. Architectural Technology

SUNY Binghamton
A.A./A.S./A.A.S. to all parallel baccalaureate degree programs

SUNY College of Technology at Cobleskill
A.A.S Nursing to B.S. Nursing
A.A./A.S./A.A.S. to B.S. Physical Education and Sport
A.A./A.S./A.A.S. to B.S. Recreation and Leisure Studies
A.A./A.S./A.A.S. to B.S. Social Work
A.S. Theatre Arts and Sciences to B.A./B.S. Theatre

SUNY College at Cobleskill
A.A.S. Natural Resources Conservation to:
• B.T. Animal Science-Wildlife Management
• B.T. Animal Science-Fisheries and Aquaculture
A.A.S Ornamental Horticulture to B.T. Plant Science

SUNY College at Cortland
A.S. Physical Education Studies to B.S. Physical Education
A.S. Environmental Studies to B.S. Conservation Biology

SUNY Empire State College
A.A./A.S./A.A.S. to all parallel baccalaureate degree programs

SUNY College of Environmental Science and Forestry
A.A./A.S./A.A.S. to:
• B.S. Aquatic and Fisheries Science
• B.S. Bioprocess Engineering
• B.S. Chemistry
• B.S. Conservation Biology
• B.S. Construction Management
• B.S. Dual Undergraduate Option in Forest Ecosystems Science
• B.S. Environmental Biology
• B.S. Environmental Resources and Forest Engineering
• B.S. Environmental Science
• B.S. Environmental Studies
• B.S. Forest Ecosystem Science
• B.S. Forest Health
• B.S. Forest Resource Management
• B.L.A. Landscape Architecture
• B.S. Natural History and Interpretation
• B.S. Natural Resources Management
• B.S. Paper Engineering
• B.S. Paper Science
• B.S. Wildlife Science
• B.S. Wood Products Engineering
A.S. Biotechnology to B.S. Biotechnology
A.A.S. Mechanical Technology: Architectural Design & Drafting to:
• B.S. Construction Management & B.S. Wood Products Engineering
1+1 A.A.S Forest Technology
1+1 A.A.S. Land Surveying Technology

SUNY College at Geneseo
A.A. / A.S. / A.A.S. to all parallel baccalaureate degree programs

SUNY College at New Paltz
A.S. Communications to B.A./B.S. Communications

SUNY College at Oneonta
A.A. Liberal Arts and Sciences to B.S. Political Science
A.A. Liberal Arts and Sciences to B.A. Psychology
A.A. Liberal Arts and Sciences to B.S. Sociology
A.A. Liberal Arts and Sciences to B.S. Sociology Pre-Professional
A.S. Environmental Studies to B.S. Environmental Science with a Biology Concentration
A.S. Environmental Studies to B.S. Environmental Science with Earth Science Concentration
A.S. Environmental Studies to B.S. Environmental Science with an Environmental Planning Concentration
A.S. Liberal Arts and Sciences to B.S. Biology
A.S. Liberal Arts and Sciences to B.S. Biology with an Ecology and Field Biology Track
A.S. Liberal Arts and Sciences to B.S. Biology with a Human Biology Track
A.S. Liberal Arts and Sciences to B.S. Chemistry
A.S. Liberal Arts and Sciences to B.S. Earth Science
A.S. Liberal Arts and Sciences to B.S. Geology
A.S. Liberal Arts and Sciences to B.S. Water Resources
A.S. Music to B.A. Music
A.S. Music to B.A. Music Industry
A.S. Music Recording Technology to B.A. Music Industry

SUNY College at Oswego
A.A. / A.S. to all parallel baccalaureate degree programs
A.S. Business Administration to:
• B.S. Public Accounting
• B.S. Business Administration
• B.S. Finance
• B.S. Human Resource Management
• B.S. Marketing
• B.S. Operations Management and Information Systems
A.A.S. Criminal Justice to B.A. Public Justice
A.A.S Graphic Design to B.F.A. Graphic Design
## IN- AND OUT-OF-STATE PRIVATE INSTITUTION AGREEMENTS

### Canisius College
- A.S. Communications with Broadcast Advisement Area to B.S. Professional and Technical Communication
- A.S. Computer Science to B.S. Computer Science
- A.A.S. Mechanical Technology: Mechanical Design & Drafting to B.S. Mechanical Engineering Technology
- A.A.S. to B.S. in Nursing

### California University of Pennsylvania
- A.A.S. Paralegal to B.S. Science and Technology with a concentration in Legal Studies

### Cazenovia College
- A.A./A.S./A.A.S. to B.S. Liberal & Professional Studies
- A.S. Business Administration to B.S. Business Management
- A.S. Fine Arts to B.F.A. Studio Art specialization Studio Art
- A.S./A.A.S. Business Administration to Bachelor of Professional Studies in Management, specialization Business Management
- A.S. Human Services to B.S. Human Services, specializations: Human Services Generalist, Social Services for Children and Youth, Counseling and Mental Health Services

### SUNY Institute of Technology
- A.S. Communications with Broadcast Advisement Area to B.S. Professional and Technical Communication
- A.S. Computer Science to B.S. Computer Science

### SUNY Upstate Medical University
- A.S. Liberal Arts and Sciences to:
  - B.S. Cardiovascular Perfusion
  - B.S. Medical Biotechnology
  - B.S. Medical Imaging Sciences
  - B.S. Medical Technology
  - D.P.T. Physical Therapy
  - B.S. Radiation Therapy
  - B.S. Respiratory Care
- A.A.S. Nursing to B.S. Nursing

### University at Buffalo Course-to-Course Articulation Agreement
- SUNY Institute of Technology
- SUNY Upstate Medical University
- A.A.S. Mechanical Technology: Mechanical Design & Drafting to B.S. Mechanical Engineering Technology
- A.A.S. to B.S. in Nursing
- SUNY Upstate Medical University
- University at Buffalo
### Cornell University, College of Agriculture and Life Sciences

**A.A./A.S./A.A.S. to:**

- Agricultural Sciences
- Agricultural Science Education
- Animal Science
- Applied Economics and Management, B.S.
  (for concentrations in Agribusiness, Environmental Economics, and Food Industry Management)
- Atmospheric Science
- Biological Engineering, B.S.
- Biometry & Statistics
- Communication
- Development Sociology
- Entomology, B.S.
- Environmental Engineering
- Food Science, B.S.
- Information Science
- International Agriculture and Rural Development
- Natural Resources
- Nutritional Sciences
- Plant Sciences, B.S.
- Science of Earth Systems
- Science of Natural and Environmental Systems

### Hilbert College

**A.A. Liberal Arts and Sciences to B.A.**

- English
- A.S./A.A.S. Business Administrations to B.S. Business Administration
- A.A.S. Chemical Dependency Counseling to B.S. Human Services
- A.A.S. Chemical Dependency Counseling to B.A. Psychology
- A.A.S. Criminal Justice to B.S. Criminal Justice
- A.A.S. Paralegal to B.S. Paralegal Studies

### Hobart and William Smith Colleges

**A.A. Liberal Arts and Sciences with Honors courses to B.A. all parallel degree programs**

- A.S. Liberal Arts and Sciences with Honors courses to B.A./B.S. all parallel degree programs
- A.S. Computer Science to B.A./B.S. all parallel degree programs

### Houghton College

**A.A. Liberal Arts and Sciences or A.S. Liberal Arts and Sciences with Honors courses to B.A. all parallel degree programs**

- A.S. Computer Science to B.A./B.S. all parallel degree programs

### Kaplan University

**A.A. Liberal Arts to B.S. Liberal Studies**

- A.S. Business Administration to Advance Start BS in Business
- AAS Criminal Justice to Advance Start BS in Criminal Justice

### Keuka College

**A.A./A.S./A.A.S. to all parallel baccalaureate degree programs**

### Le Moyne College

**A.A.S. Nursing to B.S. Nursing**
Medaille College
A.S. Human Services to B.S. Health and Human Services

Nazareth College of Rochester
A.S. Business Administration to B.S. Business Administration
A.S. Environmental Studies to B.S. Environmental Science
A.S. Human Services to B.S. Social Work
A.S. Liberal Arts to B.S. Biology
A.S. Music Recording Technology to B.S. Music Business
A.A.S. Nursing to B.S. in Nursing

Niagara University
A.A. Liberal Arts and Sciences with a Social Science subject area to B.A. Social Science
A.S. Communications to B.A. Communications
A.S. Theatre Arts to B.F.A. Theatre
A.S. Liberal Arts and Sciences with a Chemistry subject area to B.A. Chemistry
A.S. Liberal Arts and Sciences with a Mathematics subject area to B.S. Mathematics
A.S. Computer Science to B.S. Computer Science
A.S. Sports and Tourism Studies with a Sport Studies Advisement Area to B.S. Tourism and Recreation Management
A.S. Sports and Tourism Studies with a Tourism Advisement Area to B.S. Tourism and Recreation Management
A.A.S. Accounting to B.B.A. Accounting
A.A.S. Business Administration to B.S. Commerce
A.A.S. Criminal Justice to B.S. Criminal Justice

A.A.S. Hotel and Resort Management to B.S. Hotel and Restaurant Management
A.A.S. Tourism Management to B.S. Tourism and Recreation Management

Paul Smith's College
A.A.S. Hotel and Resort Management to B.S. Hotel, Resort and Tourism Management

Rochester Institute of Technology
A.A. Liberal Arts and Sciences Social Science to B.S. Psychology
A.S. Biotechnology to B.S. Biotechnology
A.S./A.A.S. Business Administration to:
• B.S. Business Administration – Accounting
• B.S. Business Administration – Finance
• B.S. Business Administration – Management Information Systems
• B.S. Business Administration – International Business
• B.S. Business Administration – Management
• B.S. Business Administration – Marketing
A.S. Computer Science to:
• B.S. Biochemistry
• B.S. Chemistry
• B.S. Computer Science
• B.S. Polymer Chemistry
A.A.S. Criminal Justice to B.S. Criminal Justice
A.S. Engineering Science to:
• B.S. Biochemistry
• B.S. Chemistry
• B.S. Civil Engineering Technology
• B.S. Computer Engineering
• B.S. Computer Engineering Technology
• B.S. Electrical Engineering
• B.S. Electrical Engineering Technology
• B.S. Industrial & Systems Engineering
• B.S. Manufacturing Engineering Technology
• B.S. Mathematics & Statistics
• B.S. Mechanical Engineering
• B.S. Microelectronic Engineering
• B.S. Polymer Chemistry
• B.S. Telecommunications Engineering Technology

A.S. Information Systems to B.S. Business Administration – Management Information Systems

A.S. Liberal Arts and Sciences to:
• B.S. Biochemistry
• B.S. Chemistry
• B.S. Diagnostic Medical Sonography
• B.S. Environmental Management and Technology
• B.S. Packaging Science
• B.S. Polymer Chemistry

A.A.S. Accounting to B.S. Business Administration – Accounting

A.A.S. Hotel and Resort Management to B.S. Hospitality and Service Management

A.A.S. Mechanical Technology – Architectural Design & Drafting to:
• B.S. Civil Engineering Technology

A.A.S. Mechanical Technology: Mechanical Design & Drafting to:
• B.S. Manufacturing Engineering Technology

Russell Sage College
A.S. Liberal Arts to B.S. in Nutrition Science

The Sage Colleges
A.A.S. Nursing to B.S. Nursing

United State Sports Academy (USSA)
A.A./A.S./A.A.S. to:
• B.S.S. Sports Coaching
• B.S.S. Sports Management
• B.S.S. Sports Studies

Wells College
A.A./A.S. Liberal Arts and Sciences to all parallel baccalaureate degree programs

Genesee Community College
A.A.S. Respiratory Care
Through a regional articulation agreement with Genesee Community College, Finger Lakes Community College offers access to a two-year Associate in Applied Science degree program in Respiratory Care. This agreement allows students to apply for admission to the program and complete their first-year course requirements at Finger Lakes Community college’s Canandaigua campus. In the second year, they attend classes at Genesee Community College and complete clinical internships at health care facilities in their home area. Upon completion of all curriculum requirements, students apply for graduation through Genesee Community College and, if all requirements are met, the A.A.S. degree in Respiratory Care is awarded by GCC. For more information, contact the FLCC Office of Admissions at (585) 785-1278.

St. John Fisher College
A.A.S. Nursing to B.S. Nursing
Associate in Arts (A.A.) and Associate in Science (A.S.) Degrees: accredited degree programs that can be completed in approximately two years of full-time study with a focus of study in either science-related or liberal arts-related areas. Designed to prepare graduates for transfer to four-year colleges and universities in pursuit of bachelor’s degrees.

Associate in Applied Science (A.A.S.) Degree: an accredited degree program that can be completed in approximately two years of full-time study and is designed to prepare graduates for entry into the workforce by providing marketable job skills and experience.

Certificate Program: an accredited program designed to prepare graduates with entry-level skills in a specific professional field. A certificate can typically be completed in one year of full-time study. Credited courses taken for an FLCC certificate program may apply toward degree requirements should the graduate choose to continue his or her education after earning a certificate.
GENERAL REQUIREMENTS FOR DEGREES

Finger Lakes Community College is authorized by the Board of Regents of the State University of New York to award three degrees: The Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.). Each degree must meet the New York State Education Department’s minimum requirement of 60 credit hours. Of these credit hours, 45 must be in the liberal arts for the A.A. degree, 30 must be in the liberal arts for the A.S. degree, and 20 credit hours must be in the liberal arts for the A.A.S. degree. The Board of Regents has also authorized the College to award Certificates.

Finger Lakes Community College has the following general requirements for all degrees:

- 6 credit hours of English (3 credit hours of either ENG 101 Freshman English or ENG 104 English I Honors; and 3 credit hours of either ENG 102 Introduction to Literature or ENG 105 English II Honors).
- A minimum grade point average of C (2.0).
- A minimum of 32 credit hours total must be taken at Finger Lakes Community College, and additionally a minimum of 50% of the courses in a student’s major must be taken at the College.
- 4 credit hours of physical education in addition to the minimum of 60 credit hours required by New York State. (Some degree programs will require specific physical education courses).

The philosophy of the Department of Physical Education and Integrated Health Care is based on the belief that all students, regardless of their interest, age, sex, ability or disability, can benefit from the opportunity to participate in the Physical Education program at Finger Lakes. Commitment to this belief is demonstrated by the broad selection of courses offered by the Department of Physical Education and Integrated Health Care. The courses are designed to meet a variety of student needs. The Department of Physical Education and Integrated Health Care adheres to a no waiver policy. This policy states that credit is granted under the following conditions:

1. Transfer credit is awarded by the Registrar’s Office when an official transcript is received and an evaluation completed. Transfer credit for physical education courses will be granted if the student’s transcript shows a grade of C- or better; or a grade of S = Satisfactory, or P = Pass was awarded by another accredited college or university. Transfer credit will be awarded based on credit earned or successful hours completed. Personal enrichment courses will not transfer as Physical Education credit.

2. If a student, for medical or physical reasons, cannot participate in the regular Physical Education program, a specific course (PE160 Selected Physical Activity) is designed to meet the student’s needs. A course of study and activity will be established on an individual basis with the cooperation of the student, instructor, and family doctor. Enrollment is by permission of the department chair.

3. A student who completes Emergency Medical Services courses: EMCR 130 Certified First Responder, EMCR 200 Emergency Medical Technician, or a higher level EMS credit course will be granted up to 3 credits of Physical Education.

4. The Physical Education Department adheres to the guidelines set forth in The American Council of Education’s Guide to Evaluation of Educational Experience in the Armed Services. As of September 1979, it is recommended that four (4) credits of Physical Education be granted for completion of Basic Military Training. The student must present his/her military discharge papers (DD 214) to the Registrar’s Office in order to verify military service.
Liberal Arts
Courses from the humanities, social science, and natural science and mathematics categories fulfill liberal arts requirements.

Humanities
Courses beginning with the following prefixes fulfill humanities requirements:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>Art</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>CIN</td>
<td>Cinema</td>
</tr>
<tr>
<td>COM</td>
<td>Communications</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>FRN</td>
<td>French</td>
</tr>
<tr>
<td>HON</td>
<td>Honors*</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
</tr>
<tr>
<td>PHL</td>
<td>Philosophy</td>
</tr>
<tr>
<td>SPN</td>
<td>Spanish</td>
</tr>
<tr>
<td>THE</td>
<td>Theatre</td>
</tr>
</tbody>
</table>

*Honors courses may be given Liberal Arts credit in the area appropriate to the topic of course.

Natural Science and Mathematics
Courses beginning with the following prefixes fulfill natural science and mathematics requirements:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>CHM</td>
<td>Chemistry</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics</td>
</tr>
<tr>
<td>NS</td>
<td>Nutritional Science</td>
</tr>
<tr>
<td>PHY</td>
<td>Physics</td>
</tr>
<tr>
<td>SCI</td>
<td>Science</td>
</tr>
</tbody>
</table>

SCI 100 carries science credit for science/technology majors only.

Social Science
Courses beginning with the following prefixes fulfill social science requirements:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
</tr>
<tr>
<td>HIS</td>
<td>History</td>
</tr>
<tr>
<td>POL</td>
<td>Political Science</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
<tr>
<td>SSC</td>
<td>Social Science</td>
</tr>
</tbody>
</table>

General Electives
Courses beginning with the following prefixes do not fulfill liberal arts requirements. These courses do fulfill the major or general requirements of 60 credit hours for each degree (in addition to 4 hours of physical education).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
</tr>
<tr>
<td>AGR</td>
<td>Agronomy</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
</tr>
<tr>
<td>CDC</td>
<td>Chemical Dependency Counseling</td>
</tr>
<tr>
<td>CJC</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>CON</td>
<td>Conservation</td>
</tr>
<tr>
<td>CSC</td>
<td>Computing Sciences</td>
</tr>
<tr>
<td>DIG</td>
<td>Digital Media</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>EDU</td>
<td>Education</td>
</tr>
<tr>
<td>EMCR</td>
<td>Emergency Medical Services</td>
</tr>
<tr>
<td>ENV</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>ESC</td>
<td>Engineering Science</td>
</tr>
<tr>
<td>FS</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>GIS</td>
<td>Geographic Information Systems</td>
</tr>
<tr>
<td>GST</td>
<td>General Studies</td>
</tr>
<tr>
<td>HRT</td>
<td>Horticulture</td>
</tr>
<tr>
<td>HTM</td>
<td>Hotel and Resort Management</td>
</tr>
<tr>
<td>HUS</td>
<td>Human Services</td>
</tr>
<tr>
<td>MAS</td>
<td>Massage</td>
</tr>
<tr>
<td>NUR</td>
<td>Nursing</td>
</tr>
<tr>
<td>OFT</td>
<td>Office Technology</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PLG</td>
<td>Paralegal</td>
</tr>
<tr>
<td>TAX</td>
<td>Taxidermy</td>
</tr>
<tr>
<td>TECH</td>
<td>Mechanical Technology</td>
</tr>
<tr>
<td>VIT</td>
<td>Viticulture and Enology</td>
</tr>
<tr>
<td>WFS</td>
<td>Wildland Fire Suppression</td>
</tr>
</tbody>
</table>
In December 1998, the State University of New York Board of Trustees established general education requirements for all baccalaureate degree candidates at the University’s state operated campuses. In January of 2010, the SUNY Board of Trustees amended the general education requirements, effective beginning with the Fall 2010 semester. In response, Finger Lakes Community College reviewed the college’s general education requirements for the two general transfer degrees: Associate in Arts in Liberal Arts and Sciences and the Associate in Science in Liberal Arts and Sciences.

The FLCC general education requirements are in compliance with the SUNY general education knowledge and skill areas noted below. Students interested in transfer to SUNY should complete additional general education requirements for optimal transfer. Students are encouraged to complete 30 credit hours (or the equivalent) of SUNY general education requirements prior to transferring to an upper level SUNY institution. Students should consult with the institution they are interested in transferring to after FLCC, to determine the best options for completing general education requirements.

**Students enrolled in the Associate in Arts (A.A.) Liberal Arts and Sciences** degree program are required to take the following, in addition to other program requirements, in order to meet Finger Lakes Community College general education program requirements:

- Basic Communication knowledge and skill area
  - one course from ENG 101 Freshman English or ENG 104 Freshman English Honors I
  - one course from COM 110 Public Speaking or COM 115 Interpersonal Communications
- Mathematics knowledge and skill area
  - one course in mathematics knowledge and skill area listed on page 94
- Fine Arts knowledge and skill area
  - one course in Fine Arts knowledge and skill area listed on page 95
- History knowledge and skill area
  - one course from either the American History, Western Civilization, or Other World Civilizations knowledge and skill areas listed on page 95
- Social Science knowledge and skill area
  - one course from the Social Science knowledge and skill area as listed on page 95

**Students enrolled in the Associate in Science (A.S.) Liberal Arts and Sciences** degree programs are required to take the following, in addition to other program requirements, in order to meet Finger Lakes Community College general education requirements:

- Basic Communication Knowledge and Skill Area
  - one course from ENG 101 Freshman English or ENG 104 Freshman English Honors I
  - one course from COM 110 Public Speaking or COM 115 Interpersonal Communications
- Mathematics knowledge and skill area
  - one course in mathematics knowledge and skill area listed on page 94
- History knowledge and skill area
  - one course from either the American History, Western Civilization, or Other World Civilizations knowledge and skill areas listed on page 95
- Social Science knowledge and skill area
  - one course from the Social Science knowledge and skill area as listed on page 95
FOR TRANSFER TO SUNY COLLEGES AND UNIVERSITIES

Students transferring to SUNY four-year institutions are encouraged to complete additional knowledge and skill areas to ensure optimal transfer. Students transferring to a SUNY upper level institution should complete the Basic Communication and Mathematics Competency. Additionally, the student should complete 3 credit hours in five knowledge and skills areas of the following eight areas and general competency in Critical Thinking and Information Management. For optimal transfer students should complete 30 credit hours of general education prior to transferring to an upper level SUNY institution.

Knowledge and skill areas may also be met by some Advanced Placement (AP), CLEP, International Baccalaureate, or Dantes Examinations. See the Registrar for more information. Students who complete three years of sequential math in high school and score 85 or higher for the third year have met this requirement.

Knowledge and Skill Areas

1. Basic Communication (one course from ENG and one from COM is required)
   - ENG 101 Freshman English
   - ENG 104 Freshman English I Honors
   - COM 110 Public Speaking
   - COM 115 Interpersonal Communication

2. Mathematics
   - MAT 101 College Mathematics
   - MAT 110 Business Math
   - MAT 121 Statistics I
   - MAT 122 Statistics II
   - MAT 145 College Algebra
   - MAT 152 Pre-Calculus
   - MAT 220 Discrete Mathematics
   - MAT 271 Calculus I
   - MAT 272 Calculus II
   - MAT 273 Calculus III
   - MAT 274 Differential Equations
   - MAT 276 Linear Algebra
   - MAT 280 Mathematics for Elementary School Teachers II
   *Students completing 3 years of sequential math in high school and scoring 85 or higher on the Regents Course 111 exam have met this requirement

3. Natural Sciences
   - BIO 115 Human Biology
   - BIO 118 Contemporary Biology I
   - BIO 119 Contemporary Biology II
   - BIO 121 General Biology I
   - BIO 122 General Biology II
   - BIO 171 Human Anatomy & Physiology I
   - BIO 172 Human Anatomy & Physiology II
   - BIO 221 Principles of Terrestrial and Aquatic Ecology
   - BIO 225 Ornithology
   - BIO 230 Microbiology
   - BIO 240 Principles of Genetics
   - BIO 245 Field Natural History
   - BIO 246 Limnology
   - BIO 250 Field Botany
   - BIO 260 Plant Pathology
   - BIO 280 Entomology
   - CHM 121 General Chemistry I
   - CHM 122 General Chemistry II
   - CHM 211 Organic Chemistry I
   - CHM 212 Organic Chemistry II
   - PHY 118 College Physics I
   - PHY 119 College Physics II
   - PHY 151 General Physics I
   - PHY 152 General Physics II
   - PHY 253 Physics III: Waves & Modern Physics
   - SCI 137 Chaos: The Self Organizing Universe
4. Social Science
ANT 110 Human Prehistory
ANT 111 Cultural Anthropology
ECO 210 Principles of Macroeconomics
ECO 211 Principles of Microeconomics

PSY 100 Introduction to Psychology
POL 100 American Government
POL 110 State & Local Government
SOC 100 Introduction to Sociology

5. American History
HIS 110 United States History I
HIS 111 United States History II

Students who complete the U.S. History Regents with a grade of 85 or better may choose HIS 206 The Indian in American History.

6. Western Civilization
HIS 100/HUM 100 Shaping of Western Society I
HIS 101/HUM 101 Shaping of Western Society II

7. Other World Civilizations
HIS 120 China and Japan
HIS 122 Modern World History

8. Humanities
ENG 102 Introduction to Literature
ENG 105 Freshman English II Honors

9. Fine Arts
ART 100 Art History I
ART 101 Art History II
ART 213 History of American Art
ART 223 Women in Art
CIN 260 Cinema as Art Form: Silent Era
CIN 261 Cinema as Art Form: Sound Era
CIN 263 Minority Groups in Film
CIN 264 Global Cinema
ENG 213 Introduction to Dramatic Literature

MUS 100 Music Appreciation
MUS 105 Basic Musicianship
MUS 111 Master Composers
MUS 115 Music History I
MUS 116 Music History II
THE 104 Introduction to Theatre
THE 210 Introduction to Dramatic Literature

10. Language
*ASL 101 American Sign Language I
FRN 101 French I
FRN 102 French II
FRN 175 Foreign Language Immersion
FRN 201 French III
FRN 202 French IV

SPN 101 Spanish I
SPN 102 Spanish II
SPN 175 Foreign Language Immersion
SPN 201 Spanish III
SPN 202 Spanish IV

Students who complete three years of sequential language in high school and score 85 or higher on the Regents B exam have met this requirement.

*For students entering teaching, human services or other helping professions.
In addition, students who plan to transfer to SUNY colleges or universities should complete one of the following courses to meet their Information Management requirement:

CSC 100 Computers in the Information Age
CSC 102 Tools for Internet Users
CSC 115 Introduction to Computing
*CSC 134 Core Word/CSC 135 Core Excel/CSC 136 PowerPoint *(previously called CSC 105)
FOR TRANSFER TO NON-SUNY COLLEGES AND UNIVERSITIES

Students transferring to colleges other than SUNY should check with the institution to which they plan to transfer regarding recommended courses for transfer or consult any current articulation agreement with Finger Lakes Community College and the transfer colleges to ensure transfer at the junior level. Further questions regarding general education and transfer requirements should be discussed with an FLCC faculty or transfer advisor.

LEARNING OPTIONS

From the traditional to the online, learning options offered by Finger Lakes Community College may be tailored to meet the needs of students’ individual learning styles and busy lifestyles.

Online Learning

Whether it’s one class or an entire degree program, online learning lets you choose when, where and how you get your education. Students that are successful online learners possess motivation, discipline, time management skills, and are comfortable using a computer and the Internet.

Benefits to Taking Online Classes

• Anytime, anywhere learning: Online access helps students overcome job, time, and geographic location obstacles.
• Independence and flexibility: Some learners find that online learning meets their learning style better than face-to-face courses.
• Dedicated, experienced instructors: Faculty that teach our online courses are often the same faculty you would get if you took a face-to-face course.
• A proven solution: FLCC is partnered with the SUNY Learning Network, a world leader in online learning.

Online Degree Programs:

FLCC has several fully accredited degree programs offered totally online, including:

• AAS eCommerce
• AAS Business Administration
• AS Business Administration
• AA Liberal Arts and Sciences
• AS Sports and Tourism Studies
• AAS Tourism Management

We also have many more online degree programs currently in development.

Hybrid Learning

Hybrid courses offer the “best of both worlds” by combining face-to-face classroom instruction with online learning activities. In a typical hybrid course, students will attend class on campus for a limited amount of time during the semester and then complete additional coursework online through the campus course management system. Depending on the course, students might meet once a week or just a few times throughout the semester.
**DEGREES AWARDED**

Finger Lakes Community College is authorized by the Board of Regents of the University of the State of New York to grant the following degrees and certificates. Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

The HEGIS (Higher Education General Information Survey) code is a Federal designation adopted by most states for codifying academic programs and disciplines.

<table>
<thead>
<tr>
<th>Associate in Arts</th>
<th>HEGIS</th>
<th>Instrumentation and Control Technologies</th>
<th>5314</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts and Sciences</td>
<td>5649</td>
<td>Marketing</td>
<td>5004</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>5608</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Teacher Education Transfer)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate in Science</th>
<th>HEGIS</th>
<th>Associate in Applied Science (continued)</th>
<th>HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts and Sciences</td>
<td>5649</td>
<td>Mechanical Technology: Architectural Design &amp; Drafting</td>
<td>5304</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>6504</td>
<td>Mechanical Technology: Mechanical Design &amp; Drafting</td>
<td>5303</td>
</tr>
<tr>
<td>Business—Business Administration</td>
<td>5004</td>
<td>Natural Resources Conservation</td>
<td>5499</td>
</tr>
<tr>
<td>Communications</td>
<td>5008</td>
<td>Natural Resource Conservation: Law Enforcement</td>
<td>5499</td>
</tr>
<tr>
<td>Computer Science</td>
<td>5101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Science</td>
<td>5609</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>5499</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>5610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Services</td>
<td>5501</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Systems</td>
<td>5103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>5610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Recording Technology</td>
<td>5399</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Media</td>
<td>5012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>5299.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports and Tourism Studies</td>
<td>5011.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate in Applied Science</th>
<th>HEGIS</th>
<th>Certificate</th>
<th>HEGIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business—Accounting</td>
<td>5002</td>
<td>Applied Computer Applications</td>
<td>5103</td>
</tr>
<tr>
<td>Business—Business Administration</td>
<td>5004</td>
<td>Criminal Justice</td>
<td>5505</td>
</tr>
<tr>
<td>Business: Office Technologies— Administrative Assistant</td>
<td>5005</td>
<td>Emergency Medical Technician— Paramedic</td>
<td>5299</td>
</tr>
<tr>
<td>Chemical Dependency Counseling</td>
<td>5506</td>
<td>Information Security</td>
<td>5199</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>5505</td>
<td>Office Technology</td>
<td>5005</td>
</tr>
<tr>
<td>E-Commerce</td>
<td>5099</td>
<td>Ornamental Horticulture</td>
<td>5402</td>
</tr>
<tr>
<td>Emergency Medical Technician—Paramedic</td>
<td>5299</td>
<td>Outdoor Recreation</td>
<td>5506.10</td>
</tr>
<tr>
<td>Fisheries Technology</td>
<td>5403</td>
<td>Taxidermy</td>
<td>5499</td>
</tr>
<tr>
<td>Game Programming and Design</td>
<td>5103</td>
<td>Teaching Assistant</td>
<td>5503</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>5012</td>
<td>Wildland Fire Suppression</td>
<td>5507</td>
</tr>
<tr>
<td>Hotel and Resort Management</td>
<td>5010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>5103</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DEPARTMENTS

DEPARTMENT OF BUSINESS
Mary Wilsey ’70, Chairperson
Gloria Bemben         Cathryn Kent         Gary Sloan
Anoop Bhargava        Peter Kuryla         Ann Still
Edward Einhouse       Richard Larkin       
Jeanne Fagan ’77      Christopher McNamara
Edward FitzPatrick    Michael Prockton     

DEPARTMENT OF COMPUTING SCIENCES
April Devaux, Chairperson
Douglas Albert        Jeffrey Howard       Jonathan Weissman
Sandra Brown          William McLaughlin

DEPARTMENT OF DEVELOPMENTAL STUDIES
Patricia Malinowski, Chairperson
John Graham ’95       Barbara Murphy       Karen O’Donnell
Howard Green          Sharon Nedrow       Joseph O’Toole
Lorraine Jackson      Amy Nichols         Stephanie Olsen
Maureen Maas-Feary    Norah Nolan-Cramer  Jacqueline Tiermini

DEPARTMENT OF ENVIRONMENTAL CONSERVATION AND HORTICULTURE
Anne Schnell, Chairperson
Paul E. Brock, II     Bruce Gilman        Ryan Staychock ’96
Stephen Connelly      Jana Lamboy        Bernadine Ticonchuk ’79
Martin Dodge          Sondra MacKenzie ’07 John VanNiel ’83
John Foust ’97        Rochelle Smith      Robert Wink ’08

DEPARTMENT OF HUMANITIES
Jon Palzer, Chairperson
Sandra Camillo        Alton Jowers, Jr.   Curtis Nehring Bliss
Charlotte Cline       Barbara Kruger      Christopher Parker
Deborah Ferrell       Trista Merrill      John Talbot
Margaret Gillio       Louise Mulvaney     Michael VanEtten

DEPARTMENT OF MATHEMATICS
Jacob Amidon, Chairperson
Timothy Biehler       Theresa Gauthier    William Langston
John Caraluzzo        Charles Hoffman ’01 Sean Maley
Kimberly Wager Chudnick Bryan Ingham    Ronald Metzger
DEPARTMENT OF NURSING
Nancy Clarkson, Chairperson
Kylene Abraham '82 Susan McCarthy Heather Reece-Tillack '83
Mary Coriale Lori Miller Jane Rogalski
Jean D'Abbracci Dorothy Oswald Barbara Selvek
Emily Kuryla '90

DEPARTMENT OF PHYSICAL EDUCATION AND INTEGRATED HEALTH CARE
Dennis Moore, Chairperson
Susan Landholm Donna Spink '85 Amy Warcup '89
Eric Marsh '98 Jeremy Tiermini Jeffrey Weaver
Maria Petricola

DEPARTMENT OF SCIENCE AND TECHNOLOGY
Melissa Miller '04, Chairperson
Kelli Aitchison Robert Kalbach Christine Parker
Selim Araci Suzanne Keller Kelli Prior
Jennifer Carney Clinton Krager Kathleen Riesenberger
Amy Fenwick Todd Marsh Prashanta Samanta
Laurie Freeman Stephanie Lynn McGrath '88 Joseph Steinert '06
James Hewlett Jason McMillan '08 Marsha Walton
Linda Hobart Leonard Ortenzi Amber Wyman

DEPARTMENT OF SOCIAL SCIENCE
Joshua Heller, Chairperson
Robert Brown Anthony Indorato Mary Murphy '92
Sara Brown-Russo Edward Kennedy Linda Ross
Barbara Chappell '81 Fredrick MacNamara James Sconfietti
Barbara Etzel Joseph Mariconda James Valenti
David Harmon Richard Monheim '71

DEPARTMENT OF VISUAL AND PERFORMING ARTS
Ines Draskovic, Chairperson
Richard Allen Catherine Johnson Eleanor Rideout
Jonathan Belec David McGuire Kari Ripley '08
Elizabeth Brownell Sarah Morgan Reshmi Sen
Richard Cook Barron Naegel Barbara Senglaub '94
Cathy Cushman James Perri Geoffrey Smith
John Fox Robert Potter '85 Warren White
DEGREE AND CERTIFICATE PROGRAMS
FLCC HONORS STUDIES

Honors Studies is an academic program of study wherein students complete 12-18 credits of Honors coursework in tandem with their respective program of study. The essential function of Honors courses is to stimulate and enrich motivated students through a sequence of courses that place special emphasis on critical thinking and creative self-expression.

The goal of Honors Studies at FLCC is to bring curious, highly motivated students together in small seminar classes to create an inspiring scholastic and social community. Honors Studies seminars are designed to engage students intellectually and artistically. If you are eager for such an opportunity, you might consider Honors Studies at FLCC. Courses are open to both full and part time students. Successful completion of Honors courses or an Honors Certificate may increase your transfer options to four-year institutions.

The Honors Certificate is earned by completing and maintaining a “B” average and completing 12 honors credits. An Honors Diploma is earned by completing 18 honors credits. The Core Honors Curriculum includes:

- English 104: Freshman English I Honors
- English 105: Freshman English II Honors
- Honors 100: Interdisciplinary Honors Seminar I
- Honors 200: Interdisciplinary Honors Seminar II

Honors Seminars are team-taught by faculty from different fields and are topic-oriented based on the interest and expertise of the team. Recent topics have included “Science and Religion in Modern Life,” “Archetypes of the Collective Unconscious in American Literature and Art,” “Popular Culture,” “Internet, Culture, and Identity,” “The Graphic Novel,” “Mythology and Music,” and “Fiction to Film.”

In addition to the Core Honors Curriculum, you can get credit towards an Honors certificate or diploma in two other ways:

- Honors Option: Any course for which you complete an Honors Project approved by your instructor and the Director of Honors Studies.
- Honors Electives: Each semester select courses will be designated as Honors Electives. These are courses that meet the interdisciplinary and active learning criteria of Honor Studies.

You may be invited into Honors Studies in one of the following ways:

- High scores on FLCC placement tests
- Advisor Recommendation
- Exemplary performance in English 101 and recommendation from the English 101 instructor

Honors courses are open to all interested students. Inquiries should be directed to Curtis Nehring Bliss, Director of Honors at (585) 785-1367.
WRITING INTENSIVE COURSES

Finger Lakes Community College recognizes that strong writing skills not only promote effective learning but also foster academic and career success. Therefore, in order to meet the College-wide expectations for students to develop their writing skills, FLCC integrates writing into its curriculum through specially designated writing intensive courses.

Writing intensive courses are offered in a variety of areas of study including business, cinema, conservation, biology, economics, English, mathematics, music, nursing, physical education, psychology, science, sociology, and theatre. These courses have content as their primary focus but also reinforce writing skills by using formal and informal writing activities as a normal, recurring, and integral part of the teaching and learning process throughout the semester. Course offerings vary by semester.

In a writing intensive course, formal writing assignments such as case studies, laboratory reports, structured journals, letters, essays, research papers, proposals, and summaries of scholarly articles emphasize a collaborative writing process involving drafting and guided revision based on instructor feedback, peer review, or self-assessment.

To be eligible to enroll in a writing intensive course, students must have successfully completed or be concurrently enrolled in ENG 101.

Both the College’s course listings and WebAdvisor indicate the course sections that carry the writing intensive (WI) course designations. When students successfully complete a WI course, it will be indicated on their transcripts. This may assist in future job or transfer opportunities.

For more information, contact the course instructor or the Director of the Writing Center.
Associate in Arts
LIBERAL ARTS AND SCIENCES (HEGIS 5649)
Associate in Arts Degree
A.A.

Finger Lakes Community College offers a two-year program leading to the Associate in Arts Liberal Arts and Sciences degree. This degree is intended for students who wish to prepare to transfer to four-year institutions to pursue a baccalaureate degree. When all requirements of the Associate in Arts Liberal Arts and Sciences degree are met, students will have courses equivalent to those offered during the freshman and sophomore years of most four-year institutions. The Associate in Arts Liberal Arts and Sciences degree at Finger Lakes Community College is designed to transfer to most four-year institutions in the State University of New York system as well as other colleges and universities. This degree is recognized in articulation agreements between Finger Lakes Community College and other institutions. Students should consult with an advisor concerning the specific requirements of the four-year institution to which they will transfer.

The goals of Associate in Arts Liberal Arts and Sciences degree program are:

• To provide students with sufficient academic background of diversified subject matter to enable them to enter into and successfully compete within the framework of a four-year institution.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 64 credit hours, with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

*Humanities

<table>
<thead>
<tr>
<th>ENG 101 Freshman English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td>ENG 105 English II Honors</td>
</tr>
<tr>
<td>COM 110 Public Speaking</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>COM 115 Interpersonal Communication</td>
</tr>
</tbody>
</table>

3 credit hours of humanities electives
*Social Science  
3 credit hours of HIS history electives  
9 credit hours of social science electives

*Mathematics/Science  
9 credit hours  
(Must include at least one math and one science course)

*Liberal Arts Electives  
9 credit hours  
3 credit hours fine arts (See pages 91-97)

Information Management 3 credit hours of computing sciences electives

Physical Education Elective  
4 credit hours

General Electives  
The remainder of the required credit hours must be made up of approved electives. In many cases the student may wish to study to prepare for transfer into specific subject area degree programs at four-year colleges and universities. By appropriate course selection in consultation with a faculty advisor, students pursuing the A.A. Liberal Arts and Sciences degree may prepare for transfer to upper-division study in subject areas listed on page 107.

*See pages 91-97.

SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A. Liberal Arts and Sciences degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to complete the degree. All students should consult their advisors when they plan their schedules.
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>HIS History Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>CSC Computing Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16/17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Semester</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>ENG 102 Introduction to</td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16/17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Third Semester</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>Foreign Language Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16/17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fourth Semester</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### SUBJECT AREAS FOR TRANSFER OPPORTUNITIES

By appropriate course selection in consultation with a faculty advisor, students pursuing the A.A. Liberal Arts and Sciences degree may prepare for transfer to upper-level study in subject areas including, but not limited to:

- **AMERICAN SIGN LANGUAGE ATHLETIC TRAINING EARLY CHILDHOOD**
- **HISTORY HUMANITIES**
- **SOCIAL SCIENCE PSYCHOLOGY**
- **SOCIOLOGY**
- **TEACHER EDUCATION TRANSFER (ADOLESCENT) THEATRE ARTS**

To successfully complete the A.A. Liberal Arts and Sciences degree at Finger Lakes Community College and transfer to upper level study in a subject area, the student should have had sufficient mathematics and science preparation at the high school level. If the student lacks sufficient mathematics and science preparation, the student may receive that instruction at FLCC, but it may take more than two years to complete the A.A. Liberal Arts and Sciences degree.

The articulation agreements which support transfer from Finger Lakes Community College to four-year institutions are discussed in more detail in the “Transfer Opportunities” section on page 80.
The Associate in Arts Childhood Education (Teacher Education Transfer) degree program is designed to prepare students to transfer to bachelor’s degree programs in childhood education to become certified teachers of first- through sixth-grade students. The program introduces students to the historical, philosophical, and social foundations of education; explores the role of the teacher; provides coursework in the structure and organization of schools; and offers the opportunity for structured school observations. The program also provides the liberal arts coursework necessary for students to transfer to childhood education programs at SUNY and private colleges.

Students in this program are introduced to the field of education and teaching through academic coursework in the philosophy, history, and social issues of American schools and education. Coursework also includes a liberal arts foundation important to those preparing to become teachers. Additionally, 30 hours of guided field observation will expose students to their specific grade level of interest.

**TRANSFER OPPORTUNITIES**

Students in this program will transfer to SUNY colleges such as Geneseo, Cortland, and Oswego, as well as private colleges, such as Keuka, to pursue bachelor’s degrees in the field of education. FLCC has articulation agreements specifically for teacher education with SUNY Geneseo, SUNY Brockport, Keuka College, and Roberts Wesleyan College. Currently, Finger Lakes Community College alumni teach in many schools throughout New York State and beyond.

The goals of Associate in Arts Childhood Education (Teacher Education Transfer) degree program are:

- To provide students with sufficient academic background to enable them to enter into and successfully compete within the framework of a four-year institution.
- To provide the necessary coursework to successfully transfer to a teacher education program in a public or private four-year institution.
- To provide the opportunity to explore the field of childhood education through guided field experiences.
- To develop in students all of the 11 competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

**CURRICULUM REQUIREMENTS**

The student is required to complete a minimum of 68 credit hours, with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools. View the general education requirements for more details.
All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

*Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors

COM 110 Public Speaking
6 credit hours of Foreign Language
3 credit hours Arts Elective (a)
3-4 Liberal Arts Elective (b)

Social Science

HIS 100 Shaping of Western Society I
OR
HIS 101 Shaping of Western Society II

HIS 110 United State History I
OR
HIS 111 United States History II

HIS 120 China and Japan
OR
HIS 122 Modern World History

PSY 100 Introduction to Psychology
PSY 225 Child Psychology
SOC 100 Introduction to Sociology

Mathematics/Science

MAT 180 Math for Elementary School Teachers I
MAT 280 Math for Elementary School Teachers II
8 credit hours of lab science sequence(c)
(BIO 121/122, BIO 171/172, CHM 121/122,
CHM 211/212, PHY 118/119, PHY 151/152)

Education

EDU 200 Foundations of American Education
EDU 210 Schools in America: Organization & Issues

Health/Physical Education

PE 212 Health
1 credit hour of health/physical education elective

*See pages 91-97.
SAMPLE SCHEDULE

The schedule below shows how the requirements for the AA Liberal Arts and Sciences Childhood Education (Teacher Education Transfer) degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the AA Liberal Arts and Sciences Childhood Education (Teacher Education Transfer) degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the AA Liberal Arts and Sciences Childhood Education (Teacher Education Transfer) degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedules.

Notes:
- See Advisor for Foreign Language Requirements.
- Appropriate electives vary depending upon teaching area.
- Some baccalaureate programs prefer a 2 semester sequence in one science area, some prefer one course in 2 different science areas, e.g. one chemistry and one biology.
- Students intending to transfer to a SUNY Institution should consult with their advisor for course selections that meet general education requirements and consult www.suny.edu/tett for more information about transfer to a SUNY Institution.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100-Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100-Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language / Liberal Arts Elective (a)</td>
<td>3/4</td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15/16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSY 225-Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language / Liberal Arts Elective (b)</td>
<td>3/4</td>
</tr>
<tr>
<td>HIS 110 or 111 U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>MAT 180 Math for Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>PE 212 Health</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18/19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 200 American Education</td>
<td>3</td>
</tr>
<tr>
<td>HIS 100 or 101 Western Soc</td>
<td>3</td>
</tr>
<tr>
<td>Science Lab (c)</td>
<td>4</td>
</tr>
<tr>
<td>COM 110 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MAT 280 Math for Teachers II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 210 Schools in America: Organization &amp; Issues</td>
<td>4</td>
</tr>
<tr>
<td>Science Lab (c)</td>
<td>4</td>
</tr>
<tr>
<td>HIS 120 China &amp; Japan OR</td>
<td>3</td>
</tr>
<tr>
<td>HIS 122 Modern World History</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>PE Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15/16</strong></td>
</tr>
</tbody>
</table>
The Teaching Assistant Certificate is designed to provide individuals with the opportunity to complete appropriate college course work which may result in certification through the New York State Education Department. Students will enroll in Humanities, Social Science, Math and elective courses that will complete the College’s certificate requirements. In addition, two required courses, Teacher Assistant I and II, will help prepare individuals for teacher assistant positions in the area of public education by learning about federal and state laws and regulations, child and adolescent development and learning, classroom and behavior management, and instructional strategies. Graduates will be eligible to apply for the Teaching Assistant Level III certification through the New York State Department of Education after completing the Teaching Assistant certificate program and meeting additional NYS requirements or progress to the College’s A.A. Liberal Arts and Sciences degree program.

The student must complete a minimum of 24 credit hours with a grade point average of not less than C (2.0).

The following courses must be completed:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
  OR
- ENG 104 English I Honors
- ENG 105 English II Honors
- COM 110 Public Speaking
  OR
- COM 115 Interpersonal Communication

**Teaching Assistant**
- GST 201 Teacher Assistant I
- GST 202 Teacher Assistant II

**Social Science**
- PSY 100 Introduction to Psychology

**Mathematics**
- MAT 180 Mathematics for Elementary School Teachers I

**General Electives**
- 3 credit hours - by advisement
Associate in Science
LIBERAL ARTS AND SCIENCES (HEGIS 5649)  
Associate in Science Degree  
A.S.

Finger Lakes Community College offers a two-year program leading to the Associate in Science Liberal Arts and Sciences degree. This program is designed to provide students with sufficient background to transfer and compete successfully in a four-year institution. It is especially suited for students with a strong interest in science and mathematics. When all degree requirements are met, students will have courses equivalent to those offered in the freshman and sophomore years of most four-year institutions. The Associate in Science Liberal Arts and Sciences degree is designed for transfer to most four-year institutions in the State University of New York system as well as other colleges and universities and is recognized by articulation agreements between Finger Lakes Community College and other institutions. Students should be certain that their selection of courses meets the requirements of the specific four-year institution to which they will transfer.

The rigors of many science and technology courses necessitate an adequate mathematics and science background at the high school level in order to complete these programs in two years. If the student lacks background in mathematics and sciences, he/she can acquire it at Finger Lakes Community College, but it will take more than two years to complete the A.S. Liberal Arts and Sciences degree. To facilitate transfer, students are strongly encouraged to take full advantage of advisement from faculty in their area of interest.

The goals of this program are:

• To provide students with sufficient academic background to enter and compete within science and mathematics programs at four-year institutions.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 64 semester hours, with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

*Humanities  
ENG 101 Freshman English  
ENG 102 Introduction to Literature  
OR  
ENG 104 English I Honors  
ENG 105 English II Honors
COM 110 Public Speaking  
OR  
COM 115 Interpersonal Communication

*Social Science  
3 credit hours of HIS history electives  
6 credit hours of social science electives

Science and Mathematics  
24 credit hours (minimum)  
Minimum of one of the following sequences:  
BIO 121 and 122 General Biology I and II OR  
CHM 121 and 122 Chemistry I and II OR  
PHY 151 and 152 Physics I and II OR  
BIO 171 and 172 Human Anatomy and Physiology I and II

**MAT 145 College Algebra  
**MAT 152 Pre-Calculus  
10 credit hours of mathematics or science electives

Information Management  
3 credit hours of computing sciences electives

Physical Education Elective  
4 credit hours

General Elective  
The remainder of the required credit hours must be made up of approved electives. In many cases the student may wish to study to prepare for transfer into specific subject area degree programs at four-year colleges and universities. By appropriate course selection in consultation with a faculty advisor, students pursuing the A.S. Liberal Arts and Sciences degree may prepare for transfer to upper-division study in subject areas listed on page 115.

*See pages 91-97.

**If this competency has been met before entering the program, the student must select at least 6 credit hours in other higher mathematics courses approved by their advisor.

To successfully complete the A.S. Liberal Arts and Sciences degree and transfer to an upper-division institution at full junior status in mathematics or the sciences may require the student to start at Finger Lakes Community College at the Pre-Calculus or Calculus level of Mathematics. High School students are encouraged to contact their guidance office and make use of the Mathematics Alert Program to become more familiar with the requirements in mathematics to pursue specific college degrees. If the student lacks sufficient mathematics and science preparation, the student may receive instruction at FLCC, but it may take more than two years to complete the A.S. Liberal Arts and Sciences degree.

**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.S. Liberal Arts and Sciences degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College
who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Liberal Arts and Sciences degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Liberal Arts and Sciences degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedules.

SUBJECT AREAS FOR TRANSFER OPPORTUNITIES

By appropriate course selection in consultation with a faculty advisor, students pursuing the A.S. Liberal Arts and Sciences degree may prepare for transfer to upper-division study in the subject areas including, but not limited to:

- BIOLOGY
- CHEMISTRY
- HUMAN NUTRITION AND FOOD
- MATHEMATICS
- ORNAMENTAL HORTICULTURE
- PHYSICS

To successfully complete the A.S. Liberal Arts and Sciences degree and transfer to an upper-division institution at full junior status in mathematics or the sciences may require the student to start at Finger Lakes Community College at the Pre-Calculus or Calculus level of Mathematics. High School students are encouraged to contact their guidance office and make use of the Mathematics Alert Program to become more familiar with the requirements in mathematics to pursue specific college degrees. If the student lacks sufficient mathematics and science preparation, the student may receive instruction at FLCC, but it may take more than two years to complete the A.S. Liberal Arts and Sciences degree.

The articulation agreements which support transfer from Finger Lakes Community College to four-year institutions are discussed in more detail in the “Transfer Opportunities” section on page 81.
From altering the genetic information of plants and animals to producing cells to create pharmaceutical products, the science of biotechnology uses cutting-edge technology and the basic ingredients of life to benefit society. Through the Associate in Science (A.S.) Biotechnology degree program, students can prepare for a future in what many consider to be the most important applied science of the 21st century. The program is designed to prepare students to either transfer to a four-year institution as a biotechnology or biology major or develop skills and preparation to enter the job market.

Facilities for the program include a fully equipped instrument lab, extensive spectrophotometric resources, cell culture and cryogenic equipment, and electrophoresis equipment. Under the guidance of faculty members, students will have the opportunity to participate in undergraduate research projects, collecting samples in the field and processing the DNA information in the College lab.

With the hands-on experience and lab skills they will gain at FLCC, students will be well prepared to transfer with junior standing to four-year colleges and universities that offer biotechnology-related bachelor’s degrees such as University of Rochester (biology and molecular genetics), Cornell University (biology), Buffalo State (biology), SUNY Brockport (biological sciences), and SUNY Fredonia (recombinant gene technology). In addition, FLCC holds an articulation agreement with Rochester Institute of Technology (RIT) that guarantees qualified students entrance as full juniors into their bachelor of science biotechnology program, considered by many to be one of the strongest programs of its kind on the East Coast. Students can also explore co-op opportunities when they’re seniors at RIT.

Career opportunities in the field are diverse and intriguing, including areas such as cloning, forensics, bio-engineered food, and more. Upon completion of a four-year degree, graduates are expected to fill jobs as lab assistants, research assistants or associates, quality control analysts, technologists, clinical data specialists, chemists, microbiologists, animal technicians, or manufacturing associates. According to the United States Department of Labor, annual salaries for biotechnicians range from $26,900 to $46,800 or more.

With a two-year degree in biotechnology, graduates can expect positions as quality control inspectors, instrumentation technicians, laboratory technicians, or research assistants. Graduates can expect salaries of $23,000 to $32,000, according to Bio-Link, a national consortium of biotechnology educators.

The goals of the Associate in Science Biotechnology degree program are:

- To prepare students for successful transfer to a four-year institution in biology or biotechnology programs.
- To develop in students the ability to communicate scientific ideas through a variety of methods including writing, oral presentation, and discussion.
- To develop in students the 11 competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.
CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 67 semester hours for this degree program. The recommended math sequence of MAT 152 (Pre Calculus) and MAT 271 (Calculus I) would lead to 68 hours (see sample schedule). It is strongly recommended that students planning to transfer to a four-year institution complete a sequence in Organic Chemistry (CHM 211, 212).

Students who are transferring to four-year institutions should follow the general education requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

| Humanities     | ENG 101 | Freshman English |
|                | ENG 102 | Introduction to Literature |
|                | OR      |                    |
| ENG 104        | English I Honors |
| ENG 105        | English II Honors |
| COM 110        | Public Speaking |

+Social Science

3 credit hours of HIS history electives
6 credit hours of social science electives

| Science       | BIO 121 | General Biology I |
|               | BIO 122 | General Biology II |
|               | BIO 222 | Cell Biology |
|               | BIO 230 | Microbiology |
|               | BIO 240 | Principles of Genetics |
|               | BIO 241 | Principles of Genetics Lab |
|               | BIO 283 | Electrophoresis |
|               | BIO 286 | Cell and Tissue Culture |
|               | BIO 287 | Introduction to Biomanufacturing I |
|               | BIO 288 | Introduction to Biomanufacturing II |
|               | CHM 121 | General Chemistry I |
|               | CHM 122 | General Chemistry II |

| Mathematics   | MAT 152 | Pre-Calculus |
|               | MAT 271 | Calculus I |

| Information Management | CSC 134 | Core Word |
|                        | CSC 135 | Core Excel |
|                        | CSC 136 | Power Point |

| Physical Education Elective | 4 credit hours |
General Electives 4 - 10 credit hours
(The required credit hours must be made up of approved electives. See sample schedule)

+See pages 91-97.

**SAMPLE SCHEDULE**
The following schedule shows how the requirements for the A.S. Biotechnology program may be met in four semesters of full-time study. This schedule is presented only as an example of one of many possible different schedules a student may choose to follow. Many FLCC students who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill requirements. In addition, students who find they need to take additional coursework to prepare them to do well in the types of courses included in the A.S. Biotechnology program may find the need to plan a schedule that requires more than four semesters of study to complete the degree. All students should consult their advisors when planning their schedules.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 121 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 152 Pre-Calculus</td>
<td>3</td>
</tr>
<tr>
<td>CSC 134 Core Word/CSC135 Core</td>
<td></td>
</tr>
<tr>
<td>Excel/CSC 136 Powerpoint</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIO 122 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 240 Principles of Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 241 Laboratory in Genetics</td>
<td>1</td>
</tr>
<tr>
<td>CHM 122 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 271 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 222 Introduction to Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 230 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 283 Electrophoresis</td>
<td>2</td>
</tr>
<tr>
<td>BIO 287 Introduction to</td>
<td>1</td>
</tr>
<tr>
<td>Biomanufacturing I</td>
<td></td>
</tr>
<tr>
<td>HIS History Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Electives*</td>
<td>3/5</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>16/18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 110 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>BIO 286 Cell and Tissue Culture</td>
<td>1</td>
</tr>
<tr>
<td>BIO 288 Introduction to</td>
<td>1</td>
</tr>
<tr>
<td>Biomanufacturing II</td>
<td></td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>6</td>
</tr>
<tr>
<td>PE Physical Education Elective***</td>
<td>3</td>
</tr>
<tr>
<td>General Electives****</td>
<td>1/5</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>15/19</td>
</tr>
</tbody>
</table>

* In the third semester, it is strongly recommended that students take CHM 211 Organic Chemistry I, if planning to transfer to a four-year institution.

** In the fourth semester, students must complete a social science course that meets one of the following three competencies not met by the HIS elective: US History, Western Civilization, Other world/Non-western civilization.

*** In the fourth semester, it is recommended that students take PE 214 First Aid, if planning to enter the job market. If planning to transfer, the three credits of PE could be spread out across the first, third, and fourth semesters.

**** In the fourth semester, it is strongly recommended that students take CHM 212 Organic Chemistry II, if planning to transfer to a four-year institution.
BUSINESS-BUSINESS ADMINISTRATION (HEGIS 5004)
Associate in Science Degree
A.S.

The Associate in Science Business Administration degree is a transfer-oriented degree program designed to prepare Finger Lakes Community College graduates for junior status in business and accounting programs at four-year institutions. It emphasizes a well-rounded program of study, especially in the areas of science and mathematics. To be adequately prepared for entrance into this program, it is recommended that the student have a substantial background in mathematics and science. If the student lacks mathematics and science preparation, they can acquire it at Finger Lakes, but it will take more than two years to complete the A.S. Business Administration degree. Articulation agreements with four-year institutions vary and may modify the choice of courses. Prospective A.S. Business Administration students should consult with an advisor in the Business department.

The goals of the Associate in Science Business Administration are:

• To prepare students to transfer with junior status in business and accounting programs at four-year institutions.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 68 semester hours with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

**Humanities**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
</tr>
<tr>
<td>ENG 102 Introduction to Literature OR</td>
</tr>
<tr>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td>ENG 105 English II Honors</td>
</tr>
<tr>
<td>COM 110 Public Speaking OR</td>
</tr>
<tr>
<td>COM 115 Interpersonal Communication</td>
</tr>
</tbody>
</table>

**Social Science**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210 Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECO 211 Principles of Microeconomics</td>
</tr>
<tr>
<td>3 credit hours of Social Science electives</td>
</tr>
</tbody>
</table>
*Mathematics/Science  
BIO 118 and BIO 119 Contemporary Biology I and II OR 
BIO 121 and BIO 122 General Biology I and II OR 
CHM 121 and CHM 122 Chemistry I and II OR 
PHY 118 and PHY 119 College Physics I and II OR 
PHY 151 and PHY 152 Physics I and II 
AND 
**MAT 121 and MAT 122 Statistics I and II 
**MAT 152 Pre-Calculus 
3 credit hours of Mathematics OR Science electives 

General Elective  
3 credit hours 

Physical Education Elective  
4 credit hours 

Business  
ACC 101 Principles of Financial Accounting 
ACC 102 Principles of Managerial Accounting 
***BUS 120 Business Organization 
BUS 222 Marketing 
BUS 227 Business Law I 
3 credit hours business elective 

Information Management  
CSC 100 Computing in the Information Age OR CSC Elective 

* See pages 91-97. 

** Mathematics electives should be determined in consultation with the student’s advisor, but must include the following: Statistics I and II, MAT 152 Pre-Calculus. If the student has already achieved competency equivalent to successful completion of MAT 152, the student should choose other mathematics courses relevant to future plans, pending approval by the advisor. 

*** OR BUS 124 Organizational Behavior upon recommendation of academic advisor. 

** SAMPLE SCHEDULE **

The following schedule shows how the requirements for the A.S. Business Administration may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Business Administration degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Business Administration degree program may plan a schedule that takes more than four semesters to complete the degree. 

All students should consult their advisors when they plan their schedules. 

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101 Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 120 Business Organization</td>
<td>3</td>
</tr>
<tr>
<td>MAT **Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE **Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102 Principles of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>CSC 100 Computing in the Information Age</td>
<td>3</td>
</tr>
<tr>
<td>BUS 222 Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 227 Business Law I</td>
<td>4</td>
</tr>
<tr>
<td>PE</td>
<td>1</td>
</tr>
</tbody>
</table>

18
<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210    Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 222    Marketing</td>
<td></td>
</tr>
<tr>
<td>BUS 227    Business Law I</td>
<td></td>
</tr>
<tr>
<td>MAT       **Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td></td>
</tr>
<tr>
<td>PE       Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 211    Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>COM 110    Public Speaking OR COM 115</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>MAT       **Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>**Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE       Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>16</td>
</tr>
</tbody>
</table>

* Must include BIO 121 and 122, CHM 121 and 122, PHY 151 and 152, BIO 118 or BIO 119, or PHY 118 and 119.

** Mathematics electives should be determined in consultation with the student’s advisor but must include the following: Statistics I and II, MAT 152 Pre-Calculus. If the student has already achieved competency equivalent to successful completion of MAT 152, the student should choose other mathematics courses relevant to future plans, pending approval by the advisor.

*** OR BUS 124 Organizational Behavior upon recommendation of academic advisor.

**** Any course coded with ACC, BUS, CSC, HTM, OFT. Courses coded as PLG may be used as business electives with permission of department chair.
COMMUNICATIONS (HEGIS 5008)
Associate in Science Degree
A.S.

The Associate in Science degree in Communications is the start of a rewarding career in the growing communications field. Through this degree program, students can combine classroom studies with internships and practical experience to gain the skills and knowledge needed to succeed. Classes are offered in video production, journalism, television advertising, and mass communication. Internship opportunities are available at Constellation Brands Marvin Sands Performing Arts Center and with area radio and television stations. In addition, students in the program work with FLTV, the local public access television channel, to produce community programming.

Finger Lakes Community College’s facilities include a digital media lab, 900-square-foot television studio and control room, two editing rooms with digital editing systems, and FLTV, Channel 12, the local Public Access Television Channel.

Upon completion of the A.S. in Communications degree, students will be prepared to transfer to four-year colleges and universities to complete the baccalaureate degree in communications, journalism, television and related fields. Graduates can seek employment as camera operators, video editors, industrial video specialists, electronic field production specialists, advertising salespersons, and on-air personnel.

The goals of the Associate in Science in Communications degree program are:

- To provide a challenging communications curriculum that will prepare students to successfully transfer to four-year institutions and pursue the baccalaureate degree.
- To improve the student’s ability to communicate effectively in oral and written form.
- To provide students with practical experience in video production, including planning and writing scripts, videography, and editing.
- To develop and sharpen the student’s capacity for critical thinking and aesthetic interpretation.
- To promote and encourage personal creative expression as well as understanding of the elements involved in the creative process.
- To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 66 semester hours with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 90-94.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature.
Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

*Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors

ENG 223 Journalism
3 credit hours of humanities electives

*Social Science

3 credits HIS history electives
9 credit hours of social science electives

*Mathematics/Science

9 credit hours of mathematics or science electives
(Must include at least one math and one science course)

Communications

COM 111 Vocal Communication
OR
COM 110 Public Speaking

COM 123 Video Production I
COM 202 Introduction to Mass Communication

Communications Advisement Area:

• COM 115 Interpersonal Communication
• 3 credit hours of COM communications electives
• 4 credit hours of general electives

Broadcasting Advisement Area:

• COM 122 Television Advertising
• COM 124 Video Production II
• 3 credit hours of business electives

Business

BUS 229 Advertising

Theatre

THE 102 Acting I

Physical Education

4 credit hours

General Electives

3 credit hours of general electives

*See pages 91-97.
**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.S. Communications degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Communications degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Communications degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisors when they plan their schedules.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>COM 123 Video Production I</td>
<td>4</td>
<td>COM 124 Video Production II OR</td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
<td>COM 115 Interpersonal Communication</td>
<td>3/4</td>
</tr>
<tr>
<td>THE 102 Acting I</td>
<td>3</td>
<td>COM 111 Vocal Communication OR</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td>COM 110 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
<td>Math/Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16/18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 229 Advertising</td>
<td>3</td>
<td>BUS Business Elective OR</td>
<td></td>
</tr>
<tr>
<td>COM 202 Introduction to Mass Communication</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG 223 Journalism</td>
<td>3</td>
<td>COM 122 Television Advertising OR</td>
<td></td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3/4</td>
<td>COM Communications Elective*</td>
<td>3/4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
<td>Math/Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16/18</td>
</tr>
</tbody>
</table>

*Dependent on Advisement Area*
Computers are an essential tool in many disciplines, especially, but not exclusively, the sciences and engineering. Computers are increasingly involved in all aspects of our lives, making a significant impact not merely on technology but on the basic fabric of our culture as well. As such, even people who have no direct contact with computers need to make decisions based on computer generated data or are affected by such data.

A baccalaureate degree in Computer Science may qualify a student for employment in the computer field as a system analyst, programmer, project manager, or a host of related professional areas, depending on the emphasis of the student’s undergraduate preparation. The Computer Science program at Finger Lakes Community College has a broad scope so that, in consultation with an advisor, the student may tailor a program specifically to the requirements of the selected transfer institution and to the student’s ultimate career.

The goals of the Associate in Science in Computer Science degree are:

- To prepare students to transfer as a junior into a major in computer science or a related field at a four-year institution.
- To prepare students to enter the workforce in a computer-related field.
- To develop in students the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 66 semester hours with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

*Humanities

<table>
<thead>
<tr>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
</tr>
<tr>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td>ENG 105 English II Honors</td>
</tr>
<tr>
<td>COM 110 Public Speaking</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>COM 115 Interpersonal Communication</td>
</tr>
</tbody>
</table>
*Social Science 3 credit hours of HIS Elective
6 credit hours of social science electives

Science
PHY 151 and 152 General Physics I and II
OR
CHM 121 and 122 General Chemistry I and II
OR
BIO 121 and 122 General Biology I and II

Mathematics
MAT 220 Discrete Mathematics
MAT 271 Calculus I
MAT 272 Calculus II

Computing Sciences
CSC 103 Computing Sciences Portal
CSC 115 Introduction to Programming and Computing
CSC 190 Data Structures I
CSC 200 Data Structures II
6 credit hours of computing sciences electives at the 200 level

Physical Education Elective
4 credit hours

General Electives
The remainder of the hours must be approved electives.

*See pages 91-97.

**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.S. Computer Science degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Computer Science degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Computer Science degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisors when they plan their schedules.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>CSC 103 Computing Sciences Portal</td>
<td>2</td>
</tr>
<tr>
<td>CSC 115 Introduction to Programming and Computing</td>
<td>3</td>
</tr>
<tr>
<td>*MAT 271 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>CSC 190 Data Structures I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 272 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>HIS History Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 200  Data Structures II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 220  Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural Science Electives</strong></td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE  Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

*If not sufficiently prepared, a pre-calculus course may be necessary.

**If a scientific background is desired, this should be moved to the first semester, first year and should be PHY 151 & PHY 152.

*** At the 200 level.

### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computing Sciences Elective</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Computing Sciences Elective</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural Science Elective</strong></td>
<td>4</td>
</tr>
<tr>
<td>COM 110  Public Speaking OR COM 115</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE  Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
ENGINEERING SCIENCE (HEGIS 5609)
Associate in Science Degree
A.S.

This curriculum provides core mathematics and science education for students who want to pursue the baccalaureate degree in engineering. Additionally, students use advanced tools such as wind tunnels and industry standards software such as LabView, Multi Sim, and MATLAB. When all requirements of the Associate in Science in Engineering Science degree are met, students will have courses that permit them to transfer as juniors in engineering and related fields at four-year institutions. The curriculum is broad enough to accommodate individual interests and career plans. FLCC students have successfully transferred into baccalaureate institutions in degree programs such as Mechanical, Electrical, Civil, Chemical, Ceramic, Aerospace, Biomedical, Environmental, and Agricultural Engineering. The majority of the Engineering courses will be offered at our Victor Campus Center in Victor, N.Y.

To complete the A.S. in Engineering Science degree in two years, the student must have successfully completed three and one-half to four years of high school mathematics and Regents physics and chemistry. If the student lacks background in mathematics and sciences, they can acquire it at Finger Lakes Community College, but it will take more than two years to complete the A.S. in Engineering Science degree.

The goals of the Associate in Science in Engineering Science degree program are:

• To prepare students to transfer as juniors into four-year institutions which offer programs in engineering.

• To develop in students the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 73 credit hours with a grade point average of not less than C (2.0). Additional hours are recommended depending upon Engineering emphasis.

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

*Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors
*Social Science 3 credit hours of HIS history electives
3 credit hours of Social Science

Mathematics
MAT 271 Calculus I
MAT 272 Calculus II
MAT 273 Calculus III
MAT 274 Differential Equations

Science
CHM 121 General Chemistry I
CHM 122 General Chemistry II
PHY 151 General Physics I
PHY 152 General Physics II
PHY 253 Physics III: Modern Physics and Waves

Engineering Science
ESC 100 Introduction to Engineering
ESC 105 Engineering Graphics
ESC 172 Computing for Engineers
ESC 210 Engineering Design I
ESC 211 Mechanics I (Statics)
ESC 220 Engineering Design II
ESC 222 Electrical Circuits

Technical Electives 6-12 credit hours of additional approved electives.**

Physical Education Electives 4 credit hours

Electives Based on transfer school requirements.

*See pages 91-97.

SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.S. Engineering Science degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and / or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Engineering Science degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Engineering Science degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedules.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>MAT 271 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 121 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ESC 172 Computing for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>ESC 100 Introduction to Engineering</td>
<td>1</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>PHY 151 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 272 Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 122 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>ESC 105 Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td><strong>19</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>
The sequence above is only an example, and variations in the curriculum sequence are possible. Review the specializations described below and consult with your advisor to learn about possible variations.

**SPECIALIZATIONS**

Within the A.S. Engineering Science degree the student may select courses that reflect the student’s interests and goals. The specializations listed below are suggested for students who want to transfer into specific degree programs as juniors. The articulation agreements which support transfer from Finger Lakes Community College to four-year institutions are discussed in more detail in the “Transfer Opportunities” section on page 81.

Recommended technical electives for various engineering fields which the student may pursue upon transfer to a four-year institution:

**MECHANICAL, AEROSPACE, AND CIVIL ENGINEERING:**

- ESC 212 Mechanics II (Dynamics)
- ESC 213 Strength of Materials
- ESC 235 Introduction to Thermal Science

**ELECTRICAL ENGINEERING:**

- MAT 220 Discrete Mathematical Structures
- MAT 276 Linear Algebra
- ESC 212 Mechanics II (Dynamics)
- ESC 235 Introduction to Thermal Science

**CHEMICAL, CERAMIC, AND ENVIRONMENTAL ENGINEERING:**

- CHM 211 Organic Chemistry I
- CHM 212 Organic Chemistry II
- ESC 212 Mechanics II (Dynamics)
- ESC 235 Introduction to Thermal Science
**ENVIRONMENTAL STUDIES (HEGIS 5499)**

**Associate in Science Degree**

**A.S.**

The A.S. Environmental Studies degree program is designed to prepare students for transfer to four-year institutions. Through classroom and field study, it provides fundamental math/science preparation, knowledge of current environmental issues, and hands-on experience in natural resource management. The program allows students to enroll in environmental courses and begin studying within their field of interest early in their academic career. They are also able to complete many transfer course requirements while attending FLCC.

Field trips to fish hatcheries, visits to wildlife refuges, work with conservation agencies, and wilderness camping trips enhance classroom studies. In addition, students have the opportunity to use industry-standard research technologies such as electro-fishing equipment, water quality probes, GIS computer software, and radio-telemetry devices. FLCC’s unique campus features modern technology classrooms and outdoor facilities, including an on-campus fish culture center, wildlife observation blinds, an arboretum, and a greenhouse. The campus, of more than 250 acres, contains second-growth woodlands, wetland areas, streams, and many abandoned fields in varied states of natural succession all accessible by a system of hiking trails. The 40-acre Muller Field Station, located near the southern end of Honeoye Lake, is adjacent to more than 1,000 acres of State land and provides additional outdoor experiences such as research involving telemetry, walleye culture, and river otter studies.

Intensive ecology expedition courses to unique wilderness areas such as the Florida Everglades, Alaska, the Rocky Mountains, and East Coast maritime communities are offered yearly. Led by FLCC professors, the itinerary for the three-credit courses may include camping, backpacking, canoeing, and hiking trips.

Graduates of this program are prepared to transfer to pursue bachelor’s degrees at institutions such as SUNY College of Environmental Science and Forestry at Syracuse, SUNY Brockport, SUNY Cobleskill, Colorado State University, Cornell University, Rochester Institute of Technology, Utah State University, and others that offer degree programs in environmental-related fields. Career opportunities for Environmental Studies graduates may include positions in fish and wildlife management, natural resource conservation, environmental consulting, land management, and environmental education. Positions exist in the private sector and with government agencies such as the Department of Environmental Conservation, the Natural Resource Conservation Service, the National Park Service, the Bureau of Land Management, and the Department of Health.

The goals of the Associate in Science in Environmental Studies degree program are:

- To prepare students for transfer to four-year institutions that grant baccalaureate degrees in environmental and natural science programs of study.

- To provide students with a strong liberal arts background with a focus on biological science and environmental issues.

- To develop in students an increased awareness of human impacts on global ecosystems.

- To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.
CURRICULUM REQUIREMENTS

Students are required to complete a minimum of 67 semester hours with a minimum grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

*Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors

3 credit hours of humanities electives

*Social Science

9 credit hours of social science electives

*Mathematics and Science

CHM 121 Chemistry I
BIO 121 General Biology I
BIO 122 General Biology II
BIO 221/CON 202 Principles of Ecology

6 credit hours of mathematics electives
3 credit hours of science electives

Natural Resources Conservation

CON 100 Introduction to Environmental Conservation
CON 102 Introduction to Fish and Wildlife
CON 190 Conservation Field Camp

6 credit hours of conservation electives

*Physical Education Elective

4 credit hours

General Electives

6 credit hours of general electives

*See pages 91-97.

Selection of all electives should be carefully determined through advisement and should be based on student interest and recommendations from transfer institutions.
SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.S. Environmental Studies degree may be met in four semesters. This schedule is an example of one of many possible schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Environmental Studies degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Environmental Studies degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisor when they plan their schedule.**

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CON 100 Introduction to Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIO 122 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CON 102 Introduction to Fish and Wildlife</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics OR</td>
<td></td>
</tr>
<tr>
<td>Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17/18</td>
</tr>
</tbody>
</table>

**Summer Session**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 190 Conservation Field Camp</td>
<td>3</td>
</tr>
</tbody>
</table>

### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 221/CON 202 Principles of Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Conservation Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>Mathematics OR</td>
<td></td>
</tr>
<tr>
<td>Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>CHM 121 Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17/19</td>
</tr>
</tbody>
</table>

### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conservation Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>Mathematics OR</td>
<td></td>
</tr>
<tr>
<td>Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16/18</td>
</tr>
</tbody>
</table>
FINE ARTS (HEGIS 5610)
Associate in Science Degree
A.S.

The Associate in Science degree in Fine Arts at Finger Lakes Community College is designed
to help students develop artistic knowledge and proficiency and prepare for transfer to a
four-year institution as a junior-level art major. Course work includes art history, design,
printmaking, painting, sculpture, and ceramics. Students develop portfolios that demonstrate
their abilities in a variety of media.

The program provides students with an opportunity to expand their cultural awareness of
the arts through exhibitions, course work, visiting artists, guest speakers, museum visits,
and related activities. Field trips to a variety of locations are planned throughout the year,
including trips to galleries, museums, and other colleges such as The Clark Institute, Everson
Museum, Johnson Museum at Cornell University, Albright Knox Gallery in Buffalo, and a
number of museums in New York City.

Facilities available to students include the Williams-Insalaco Gallery 34, a campus gallery
for student, faculty and visiting artists exhibits; drawing and painting studios; a sculpture
foundry; darkroom; and computer labs. Students can also showcase their works in “Windows,”
an annual publication that features juried student art work.

Graduates of the program are prepared to transfer to pursue bachelor’s degrees at four-year
institutions such as SUNY Brockport, Geneseo, Buffalo, Albany, Fredonia, New Paltz, and
Purchase; The School of Visual Arts; Rhode Island School of Design; Nazareth; R.I.T; and
others. Students are advised to consult their advisors or the FLCC Center for Advisement
and Personal Development regarding transfer agreements between FLCC and four-year
institutions. In addition, FLCC Fine Arts graduates have pursued careers, both nationally
and internationally, as professional artists, art educators, and other art-related professions
such as gallery directors or museum archivists.

The goals of the program are:

• To provide a challenging fine arts curriculum that will prepare students to successfully
   transfer to four-year institutions and pursue baccalaureate degrees.

• To provide students with a historical sense of fine arts through exposure to the works of
   the great artists.

• To promote the student’s ability to communicate effectively in oral, written, and artistic forms.

• To develop and sharpen the student’s capacity for critical thinking and aesthetic interpretation.

• To promote and encourage personal creative expression as well as an understanding of
   the elements involved in the creative process.

• To introduce to the students the value of studying the cultural achievements of the past, to
   assist in evaluating the present cultural expressions and the potential for ongoing expression.

• To develop in students an ability to recognize the differing philosophical and aesthetic
   values inherent in cultural and fine arts works and to apply that ability to the development
   of personal values.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community
   College as learning outcomes of a liberal education.
CURRICULUM REQUIREMENTS

Students are required to complete a minimum of 64 credit hours with a grade point average of at least a C (2.0).

**Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.**

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

<table>
<thead>
<tr>
<th>Humanities</th>
<th>ENG 101 Freshman English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td>OR</td>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td></td>
<td>ENG 105 English II Honors</td>
</tr>
</tbody>
</table>

| Art                 | ART 100  Art History I |
|                     | ART 101  Art History II |
|                     | ART 102  Foundation Drawing I |
|                     | ART 103  Foundation Drawing II |
|                     | ART 104  Design I |
|                     | ART 105  Design II |
| **18 credits of approved Art Electives** |

*Social Science       | 6 credit hours of social science electives |

*Mathematics and/or Science | 8 credit hours of math and/or science electives |

*Physical Education Elective | 4 credit hours |

| General Elective | The remainder of required hours must be made up of approved electives. |

*See pages 91-97.

**ART 106 Ceramics I, ART 200 Figure Drawing I, ART 201 Figure Drawing II, ART 202 Painting I, ART 204 Painting II, ART 205 Modeling and Sculpture I, ART 206 Modeling and Sculpture II, ART 207 Photography I, ART 208 Photography II, ART 209 Printmaking I, ART 210 Printmaking II, ART 212 Ceramics II, and ART 221 Advanced Drawing.**
### SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.S. Fine Arts degree may be met in four semesters. This schedule is an example of one of many possible schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for this degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the degree may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisor when they plan their schedules.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ART 100 Art History I</td>
<td>3</td>
<td>ART 101 Art History II</td>
<td>3</td>
</tr>
<tr>
<td>ART 102 Foundation Drawing I</td>
<td>3</td>
<td>ART 103 Foundation Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 104 Design I</td>
<td>3</td>
<td>ART 105 Design II</td>
<td>3</td>
</tr>
<tr>
<td>Math OR Science Elective</td>
<td>3/4</td>
<td>Math OR Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>16/17</strong></td>
<td></td>
<td><strong>16/17</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester*</th>
<th>Credit Hours</th>
<th>Fourth Semester*</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Elective</td>
<td>3</td>
<td>Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>Art Elective</td>
<td>3</td>
<td>Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>Art Elective</td>
<td>3</td>
<td>Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math OR Science Elective</td>
<td>3/4</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>16/17</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Most upper level studio courses require ART 102 Foundation Drawing I and ART 104 Design I as prerequisites.*
HUMAN SERVICES (HEGIS 5501)
Associate in Science Degree
A.S.

The Human Services degree program is designed for students interested in transferring to four-year institutions to earn a baccalaureate degree in the area of human services, social work, or a related field. This program offers courses which build knowledge and skill in the student’s particular interest area such as mental health, early childhood, gerontology, social work, or social services. The Human Services program is flexible so that with advisement a student may tailor his/her program to the requirements of a selected transfer institution. In addition, articulation agreements exist with Nazareth, Medaille, and Cazenovia Colleges, and joint admissions agreements are in place with SUNY Brockport and Keuka College.

The goals of the Associate in Science in Human Services degree program are to:

- Prepare students to transfer as a junior into a major in human services, social work, or related field at a four-year institution.
- Provide students with a strong liberal arts background with a focus on critical thinking, information resources, and communication skills.
- Introduce students to the field of human services and assist them in developing knowledge and skill in human services.
- Develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 64 credit hours with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

Humanities

<table>
<thead>
<tr>
<th></th>
<th>ENG 101 Freshman English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td>OR</td>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td></td>
<td>ENG 105 English II Honors</td>
</tr>
</tbody>
</table>

|        | COM 110 Public Speaking |
|        | OR |
|        | COM 115 Interpersonal Communication |
*Social Science
PSY 100 Introduction to Psychology
PSY 150 Interviewing and Counseling
SOC 100 Introduction to Sociology
SOC 110 Social Problems and Deviant Behavior
3 credit hours of HIS history electives
3 credit hours of social science electives

*Mathematics/Science
9 credit hours of mathematics/science credits
determined through advisement (Must include at least one math and one science course)

Human Services
HUS 102 Human Services in Contemporary America
HUS 103 Case Management
HUS 204 Field Experience I
HUS 205 Field Experience II

Information Management
3 credit hours of computing sciences electives based on individual student’s background and determined through advisement

Physical Education
PE 214 First Aid - Responding to Emergencies
OR
PE 212 Health

1 credit hour of physical education elective

Electives
7 credit hours of general electives

*See pages 91-97.
**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.S. Human Services degree may be met in four semesters. This schedule is an example of one of many possible schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Human Services degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Human Services degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisor when they plan their schedule.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>HUS 102 Human Services in</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary America</td>
<td></td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>*Computing Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>HUS 103 Case Management</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 150 Interviewing and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>MAT 122 Statistics II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 204 Field Experience I</td>
<td>4</td>
</tr>
<tr>
<td>COM 110 Public Speaking OR</td>
<td>3</td>
</tr>
<tr>
<td>COM 115 Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>SOC 110 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>HIS History Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 205 Field Experience II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Science Elective</strong></td>
<td>3/4</td>
</tr>
<tr>
<td>*Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE 214 First Aid-RTE OR</td>
<td>3</td>
</tr>
<tr>
<td>PE 212 Health</td>
<td></td>
</tr>
<tr>
<td>*General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16/17</strong></td>
</tr>
</tbody>
</table>

* Specific elective courses will be based on student’s background and selected with faculty advisement.

** Science elective based upon discussion with advisor.
INFORMATION SYSTEMS (HEGIS 5101)
Associate in Science Degree
A.S.

For growth and performance, computer information systems are essential to the business operations of most companies and organizations today. Through the Associate in Science Information Systems degree program, students can gain the fundamental preparation needed to meet the steady demand for qualified information systems professionals. This degree complements our existing computer degree programs and offers a special focus for students interested in the business management and marketing aspects of this field. The curriculum blends business course requirements with applications and programming skills.

The program is designed to prepare students for transfer to four-year institutions into business division studies, primarily into the management information systems (MIS) area. Students can transfer to four-year colleges and universities such as SUNY Fredonia, SUNY Morrisville, Rochester Institute of Technology, and others.

The curriculum of FLCC’s computer programs is designed to be flexible, allowing students to enroll in fundamental courses during their first semesters and work with a faculty advisor to determine which degree program is best suited for their career and academic goals.

Computer information resources for student learning are extensive at FLCC. Our classrooms and computer labs are equipped with state-of-the-art personal workstations connected to a local area network (LAN). We also provide wireless network capabilities for all students with laptops. Full access to the Internet is also provided throughout the campus. Courses are taught using both MS Windows and Linux environments. Computer labs are open evenings and weekends, and are also available at the FLCC Geneva, Wayne County, and Victor Campus Centers. The College also offers a computer certification testing center at its Victor campus, where students can take exams for Microsoft, Cisco, CompTia, and other technologies.

Graduates who earn bachelor’s degrees will be prepared for positions in areas such as computer programming, systems analysis and design, technical support, operations, database management, and applications development. Salary levels range from $35,000 to $50,000, and the U.S. Department of Labor reports that employment opportunities in the information systems field are expected to grow through the year 2010.

The goals of the Associate in Science in Information Systems degree are:

- To prepare students to transfer as a junior into a management information systems area or related computer field at four-year institutions.
- To prepare students to enter the workforce in an Information System related field.
- To develop in students the 11 competencies identified by FLCC as outcomes of liberal education.
## CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 66 semester hours with a grade point average of not less than C (2.0).

**Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.**

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

<table>
<thead>
<tr>
<th>Humanities</th>
<th>ENG 101 Freshman English</th>
<th>ENG 102 Introduction to Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>ENG 104 English I Honors</td>
<td>ENG 105 English II Honors</td>
</tr>
<tr>
<td></td>
<td>COM 110 Public Speaking</td>
<td>COM 115 Interpersonal Communication</td>
</tr>
</tbody>
</table>

*Social Science*  
ECO 210 Principles of Macroeconomics  
ECO 211 Principles of Microeconomics  
3 credit hours of HIS history electives

<table>
<thead>
<tr>
<th>Mathematics/Science</th>
<th>6 credit hours of mathematics electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 121 Statistics I</td>
<td>MAT 122 Statistics II</td>
</tr>
<tr>
<td>OR</td>
<td>MAT 271 Calculus I</td>
</tr>
<tr>
<td></td>
<td>MAT 272 Calculus II</td>
</tr>
<tr>
<td></td>
<td>8 credit hours of lab science sequence (BIO 118/119, BIO 121/122, BIO 171/172, CHM 121/122, CHM 211/212, PHY 118/119, PHY 151/152)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business</th>
<th>ACC 101 Principles of Financial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BUS 123 Business Communication</td>
</tr>
<tr>
<td></td>
<td>BUS 222 Marketing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Computing Sciences</th>
<th>CSC 103 Computing Sciences Portal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CSC 115 Introduction to Programming and Computing</td>
</tr>
<tr>
<td></td>
<td>CSC 190 Data Structures I</td>
</tr>
<tr>
<td></td>
<td>CSC 200 Data Structures II</td>
</tr>
<tr>
<td>OR</td>
<td>CSC 215 Visual Basic</td>
</tr>
<tr>
<td></td>
<td>CSC 271 A+ Hardware and O.S. Technologies</td>
</tr>
</tbody>
</table>
**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.S. Information Systems degree may be met in four semesters. This schedule is an example of one of many possible schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for this degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the degree may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisor when they plan their schedules.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Freshman English........3</td>
<td>ENG 102</td>
<td>Introduction to Literature........3</td>
</tr>
<tr>
<td>CSC 103</td>
<td>Computing Sciences Portal........2</td>
<td>ACC 101</td>
<td>Principles of Financial Accounting........4</td>
</tr>
<tr>
<td>CSC 115</td>
<td>Introduction to Programming and Computing........3</td>
<td>CSC</td>
<td>CSC Elective..................3</td>
</tr>
<tr>
<td>HIS</td>
<td>History Elective...............3</td>
<td>CSC 190</td>
<td>Data Structures I OR CSC 271 A+ Hardware and O.S. Technologies.....3</td>
</tr>
<tr>
<td>MAT 121</td>
<td>Statistics I OR MAT 271 Calculus I........3/4</td>
<td>MAT 122</td>
<td>Statistics II OR MAT 272 Calculus II........3/4</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective........1</td>
<td>PE</td>
<td>Physical Education Elective........1</td>
</tr>
<tr>
<td></td>
<td>15/16</td>
<td></td>
<td>17/18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 123</td>
<td>Business Communications........3</td>
<td>BUS 222</td>
<td>Marketing..................3</td>
</tr>
<tr>
<td>CSC 200</td>
<td>Data Structures II OR CSC 215 Visual Basic........3/4</td>
<td>COM 110</td>
<td>Public Speaking OR COM 115 Interpersonal Communication........3</td>
</tr>
<tr>
<td>CSC 251</td>
<td>Applied Database Concepts........3</td>
<td>CSC 243</td>
<td>Systems Analysis/Design I........3</td>
</tr>
<tr>
<td>ECO 210</td>
<td>Principles of Macroeconomics........3 Lab Science Elective........4</td>
<td>ECO 211</td>
<td>Principles of Microeconomics........3 Lab Science Elective........4</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective........1</td>
<td>PE</td>
<td>Physical Education Elective........1</td>
</tr>
<tr>
<td></td>
<td>17/18</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
MUSIC (HEGIS 5610)
Associate in Science Degree
A.S.

The Associate in Science in Music degree is designed to enable students to transfer into four-year colleges and universities to pursue a baccalaureate degree in music. The program is also an appropriate course of study for individuals preparing for one of the many careers in music which do not require a baccalaureate degree. Skill enhancement and depth are provided by course work in applied music, ensemble, music theory, keyboard and aural labs, and music literature.

Students have the opportunity to broaden the scope of their classroom education by participation in performance groups such as the College Singers, Vocal Jazz Ensemble, Finger Lakes Chorale, Jazz Ensemble, Percussion Ensemble, Guitar Ensemble, and Finger Lakes Camerata.

The A.S. Music degree program is supported by a substantial new facility which includes music recording studios, two applied studios, nine practice rooms, a MIDI keyboard laboratory, and a music library.

The goals of the Associate in Science in Music degree program are:

• To provide a challenging music curriculum that will prepare students to successfully transfer to four-year institutions and pursue the baccalaureate degree.

• To provide students with a historical sense of music through exposure to the works of the great composers and performers and develop the students' capacity for critical thinking and aesthetic interpretation.

• To promote the student's ability to communicate effectively in oral, written, and musical forms.

• To develop in students the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 64 credit hours with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.
The student must successfully complete:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
- OR
- ENG 104 English I Honors
- ENG 105 English II Honors

**Social Science**
- 6 credit hours of social science electives
- 3 credit hours of HIS history electives

**Mathematics/Science**
- PHY 105 Physics of Sound
- 5 credit hours of mathematics/science electives
  (Must include one math elective)

**Music**
- MUS 106 Music Theory I
- MUS 106L Music Theory I Lab
- MUS 107 Music Theory II
- MUS 107L Music Theory II Lab
- MUS 206 Music Theory III
- MUS 206L Music Theory III Lab
- MUS 207 Music Theory IV
- MUS 207L Music Theory IV Lab
- MUS 215 Music History I: Medieval to Baroque
- MUS 216 Music History II: Classic to Modern
- MUS 111 Master Composers I
- MUS 117 Master Composers II

**Applied Music**
- 4 semesters in one specific instrument or voice are required.

**Performance**
- MUS 109, 118-120, 125-127, 129, 229 Music Ensemble elective***
- 4 semesters are required

**Physical Education Electives**
- 4 credit hours

*See pages 91-97.

*** These courses count toward the Music Ensemble requirement:
- MUS 109 Vocal Jazz Ensemble
- MUS 118 Guitar Ensemble
- MUS 119 Percussion Ensemble
- MUS 120 Finger Lakes Chorale
- MUS 125 Finger Lakes Camerata
- MUS 126 College Singers
- MUS 127 Jazz Ensemble
- MUS 129 Performance Class I
- MUS 229 Performance Class II
SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.S. Music degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Music degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Music degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedules.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101  Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>MUS 106  Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 106L Music Theory I Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 111  Master Composers I</td>
<td>3</td>
</tr>
<tr>
<td>MUS  Applied Music Elective</td>
<td>1</td>
</tr>
<tr>
<td>HIS  History Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE    Physical Education Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102  Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUS 107  Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 107L Music Theory II Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 117  Master Composers II</td>
<td>3</td>
</tr>
<tr>
<td>MUS  Applied Music Elective</td>
<td>1</td>
</tr>
<tr>
<td>MUS  Ensemble Elective</td>
<td>1</td>
</tr>
<tr>
<td>PHY 105  Physics of Sound</td>
<td>4</td>
</tr>
<tr>
<td>PE    Physical Education Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 206  Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 206L Music Theory III Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 215  Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUS  Applied Music Elective</td>
<td>1</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>MAT  Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE    Physical Education Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 207  Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS 207L Music Theory IV Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 216  Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUS  Applied Music Elective</td>
<td>1</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics/Science Elective</td>
<td>2</td>
</tr>
<tr>
<td>PE    Physical Education Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

16
MUSIC RECORDING TECHNOLOGY (HEGIS 5399)
Associate in Science Degree
A.S.

The Associate in Science in Music Recording Technology degree program is designed to enhance skills by providing students the opportunity to receive the extensive hands-on training that is needed to achieve a thorough understanding of modern recording. The coursework is appropriate for individuals preparing to transfer to a baccalaureate degree program or for those interested in a career in music recording that does not require a four-year degree.

The A.S. Music Recording Technology degree program includes coursework in music theory, audio recording, commercial music, applied music, and music ensemble. Students have the opportunity to broaden the scope of their classroom education by participation in performance groups such as the College Singers, Vocal Jazz Ensemble, Finger Lakes Chorale, Jazz Ensemble, Percussion Ensemble, Guitar Ensemble, and Finger Lakes Camerata. In addition, students may create independent recording projects or pursue internships.

The program is housed in four John Storyk designed state-of-the-art facilities, with Focusrite Control 24 consoles and ProTools. An extensive array of outboard gear includes preamps by Focusrite, Universal Audio, and Groove Tubes.

The goals of the Associate in Science in Music Recording Technology degree program are:

• To provide a challenging curriculum that will prepare students to successfully transfer to four-year institutions and pursue the baccalaureate degree.

• To provide the students with the opportunity to learn their craft, both as musicians and recording technicians.

• To promote the student’s ability to communicate effectively in oral, written, and musical forms.

• To develop and sharpen the student’s capacity for critical thinking and aesthetic interpretation.

• To develop in students the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 68 credit hours with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.
Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors

MUS 106 Music Theory I
MUS 106L Music Theory I Lab
MUS 107 Music Theory II
MUS 107L Music Theory II Lab
MUS 206 Music Theory III
MUS 206L Music Theory III Lab
MUS 207 Music Theory IV
MUS 207L Music Theory IV Lab

*Social Science

3 credit hours of HIS history electives
3 credit hours of Social Science electives

*Mathematics/Science

PHY 105 Physics of Sound
5 credit hours of mathematics/science electives
(Must include one math elective)

Applied Music

MUS 131-135, 137, 160, 161, 163-165, 167-168
(four semesters of one course)

Music Ensemble

MUS 109, 118-120, 125-127, 129, 229
(four semesters as determined by advisor)

Music Recording

MUS 170 Techniques of Audio Recording I
MUS 270 Techniques of Audio Recording II
MUS 271 Techniques of Audio Recording III
MUS 272 Techniques of Audio Recording IV
MUS 176 Music Business

Information Management

CSC 100 Computing in the Information Age or higher
as determined by advisement

General Elective

1 credit hour of general electives**

Physical Education

4 credit hours

* See pages 91-97.

** Students may qualify for MUS 275 Audio Recording Special Project or MUS 250 Audio Recording Practicum/Internship. Consult your advisor for the appropriate course.
**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.S. Music Recording Technology degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Music Recording Technology degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Music Recording Technology degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisors when they plan their schedules.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>MUS 106 Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 106L Music Theory I Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 170 Techniques of Audio Recording I</td>
<td>3</td>
</tr>
<tr>
<td>*MUS Applied Music Elective</td>
<td>1</td>
</tr>
<tr>
<td>*MUS Ensemble Elective</td>
<td>1</td>
</tr>
<tr>
<td>CSC 100 Computing in the Information Age</td>
<td>3</td>
</tr>
<tr>
<td>PHY 105 Physics of Sound</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUS 107 Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 107L Music Theory II Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 270 Techniques of Audio Recording II</td>
<td>3</td>
</tr>
<tr>
<td>MUS 176 Music Business</td>
<td>3</td>
</tr>
<tr>
<td>*MUS Applied Music Elective</td>
<td>1</td>
</tr>
<tr>
<td>*MUS Ensemble Elective</td>
<td>1</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 206 Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUS 206L Music Theory III Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 271 Techniques of Audio Recording III</td>
<td>3</td>
</tr>
<tr>
<td>*MUS Applied Music Elective</td>
<td>1</td>
</tr>
<tr>
<td>*MUS Ensemble Elective</td>
<td>1</td>
</tr>
<tr>
<td>HIS History Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 207 Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUS 207L Music Theory IV Lab</td>
<td>1</td>
</tr>
<tr>
<td>MUS 272 Techniques of Audio Recording IV</td>
<td>3</td>
</tr>
<tr>
<td>*MUS Applied Music Elective</td>
<td>1</td>
</tr>
<tr>
<td>*MUS Ensemble Elective</td>
<td>1</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>General Elective</strong></td>
<td>1</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>2</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

*Music Ensemble Electives: MUS 109 Vocal Jazz Ensemble, MUS 118 Guitar Ensemble, MUS 119 Percussion Ensemble, MUS 120 Finger Lakes Chorale, MUS 125 Finger Lakes Camerata, MUS 126 College Singers, MUS 127 Jazz Ensemble, MUS 129 Performance Class I, MUS 229 Performance Class II.*

**Applied Music Electives:** MUS 131 Piano, MUS 132 Voice, MUS 133 Trumpet, MUS 134 Flute, MUS 135 Classical Guitar, MUS 137 Saxophone, MUS 160 Percussion, MUS 161 French Horn, MUS 163 Jazz Bass, MUS 164 Trombone, MUS 165 Clarinet, MUS 167 Jazz Piano, MUS 168 Jazz Guitar. Students wishing to enter a 2+2 program should consult with their advisor regarding the specific requirements of the transfer school.

**Students may qualify for MUS 250 Audio Recording Practicum/Internship or MUS 275 Audio Recording Special Project and should consult with their advisor for the appropriate course.**
NEW MEDIA (HEGIS 5012)
Associate in Science
A.S.

The Associate in Science degree in New Media is designed to prepare students for successful transfer to four-year institutions in programs such as new media, digital media, multimedia, Web design, or communications. FLCC has developed transfer agreements for the program with four-year schools, such as SUNY Institute of Technology (SUNY IT). Graduates of this program will also be prepared for entry-level employment in digital communications fields.

Through integrated coursework in video production and editing; multimedia; audio production; and graphic design, students will learn how to design and create graphics, audio, video, and other content for Web sites, DVDs, and other emerging technologies. Students will gain practical experience in a 20-computer Macintosh media lab, extensive PC computer labs and a 900-square foot on-campus television studio. They will utilize industry-standard tools, such as Avid nonlinear editing software, Pro Tools, Adobe Creative Suite, digital still cameras, digital camcorders and digital studio cameras.

The goals of the Associate in Science in New Media degree program are:

- To prepare students for successful transfer to a four-year institution in new media, digital media, multimedia, Web design or communications.
- To provide students with practical experience with new communication technologies.
- To promote and encourage personal creative expression as well as an understanding of the elements involved in the creative process.
- To develop in students all of the 11 competencies identified by Finger Lakes Community College as learning outcomes of a liberal education. (Writing, Problem Solving, Oral Communication, Ethics/Values, Reading, Citizenship, Mathematics, Global Concerns, Computer Literacy, Information Resources, Professional Competency)

CURRICULUM REQUIREMENTS

The student must successfully complete a minimum of 65 credit hours of study with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students must pass skills assessment for entrance into these courses. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.
The student must successfully complete:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
  OR
- ENG 104 English I Honors
- ENG 105 English II Honors
  COM 110 Public Speaking
  OR
  COM 115 Interpersonal Communication

*Social Science*  
9 credit hours of social sciences electives

*Math/Science*  
9 credit hours of math and science electives (including 3 credit hours of math elective and 3 credit hours of science elective)

**Communications**
- COM 123 Video Production I
- COM 215 Script Writing
  OR
  ENG 223 Journalism
- COM 220 Digital Video Editing

**New Media**
- DIG 100 Introduction to Digital Media
- DIG 120 Digital Media Design
- DIG 200 Audio for Film and Video
- DIG 230 New Media Production

**Computing Sciences**
- CSC 115 Introduction to Programming and Computing
- CSC 252 Multimedia Development
- CSC 262 Web Site Development and Programming

*Liberal Arts*  
3 credit hours of liberal arts elective

*Physical Education*  
4 credit hours of physical education electives

* See pages 91-97.
SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.S. New Media degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. New Media degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. New Media degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedules.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td>COM 123 Video Production I</td>
<td>COM 220 Digital Editing</td>
</tr>
<tr>
<td>CSC 115 Introduction to Programming and Computing</td>
<td>CSC 262 Web Site Development and Programming</td>
</tr>
<tr>
<td>DIG 100 Introduction to Digital Media</td>
<td>DIG 120 Digital Media Design</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>Math/Science Elective</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>PE Physical Education Elective</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>17</td>
<td>16/17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 110 Public Speaking OR</td>
<td>ENG 223 Journalism OR</td>
</tr>
<tr>
<td>COM 115 Interpersonal Communication</td>
<td>COM 215 Script Writing</td>
</tr>
<tr>
<td>CSC 252 Multimedia Development</td>
<td>DIG 230 New Media Production</td>
</tr>
<tr>
<td>DIG 200 Audio for Film and Video</td>
<td>Math/Science Elective</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>Social Science Elective</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>Liberal Arts Elective</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>PE Physical Education Elective</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>16/17</td>
<td>16/17</td>
</tr>
</tbody>
</table>
PHYSICAL EDUCATION STUDIES (HEGIS 5299.30)
Associate in Science Degree
A.S.

The Associate of Science in Physical Education Studies degree is designed to prepare students in their pursuit of a baccalaureate degree in Physical Education. The program is designed for students whose career goals involve working in the fields of physical education, health, wellness, recreation, coaching, and sport-related careers. The program introduces students to the field of Physical Education and provides background knowledge and skills, including current philosophies, practices, and challenges in the field, that are important for physical education professionals.

The goals of the Associate in Science in Physical Education Studies degree program are:

• To provide an environment which enables students to evolve, both personally and professionally, by obtaining knowledge and skills in the areas of physical education, health, wellness, recreation and sport-related careers.
• To provide a diverse physical education curriculum that will prepare students to successfully transfer to four-year institutions and pursue the baccalaureate degree.
• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 64 semester hours, with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

Humanities
ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors
COM 110 Public Speaking

Social Science
PSY 100 Introduction to Psychology
3 credit hours of social science electives
3 credit hours of HIS history electives

Science
BIO 110 Fundamentals of Human Anatomy and Physiology
BIO 171 Human Anatomy and Physiology I
BIO 172 Human Anatomy and Physiology II
NS 115 Introduction to Nutrition

Mathematics
MAT 121 Statistics I
MAT 122 Statistics II
**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.S. Physical Education Studies degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Physical Education Studies degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Physical Education Studies degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisors when they plan their schedules.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>BIO 110 Fundamentals of Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>***Computing Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE 275 Introduction to Physical Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PE 190 Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>PE 212 Health</td>
<td>3</td>
</tr>
<tr>
<td>PE 102 Basic Rhythms</td>
<td>2</td>
</tr>
<tr>
<td>PE <strong>Swimming</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>General Elective</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 110 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>BIO 171 Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>MAT 121 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>NS 115 Introduction to Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PE 214 Responding to Emergencies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 172 Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 122 Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>CDC 102 Concepts of Chemical Dependency I</td>
<td>3</td>
</tr>
<tr>
<td>HIS History Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td><strong>2</strong></td>
</tr>
<tr>
<td>PE Activity Class</td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**The specific course will be determined by the Instructor and student based on the student’s background in swimming.**

***The specific course will be determined by the advisor based on the student’s background in computers.**
COACHING CERTIFICATION

Finger Lakes Community College offers an online three-course sequence (PE 230, PE 231, and PE 232) designed to prepare students for the coaching certification required for coaching interschool athletic teams in New York State public schools. Each of the courses is offered online through the SUNY Learning Network. Courses provide students with an understanding of the basic philosophy and principles of athletics in education, the health related aspects of athletes, and the techniques used to coach a specific sport. For more information, contact the FLCC Coaching Certification Coordinator at (585) 785-1459.

PE 230 Philosophy, Principles, and Organization of Athletics in Education
PE 231 Theory and Techniques of Coaching
PE 232 Health Sciences Applied to Coaching
SPORTS AND TOURISM STUDIES (HEGIS 5011.10)
Associate in Science Degree
A.S.

The sports industry and the tourism industry are two of the most dynamic and growing industries in the World economies. The Associate in Science in Sports and Tourism Studies will initiate the preparation students will need to transfer to bachelor’s degree programs in Sports Studies/Management or Tourism Management by offering advisement areas in Sport Studies or Tourism Studies. Based on the selection of an advisement area, students will be prepared to transfer into two distinct areas: Sports Studies/Management or Tourism Management.

Students who select the Sport Studies advisement area will be exposed to sports as a worldwide phenomenon. From youth sports, adventure sports, and professional sports to international events such as the Olympics Games, sporting events draw millions of visitors and generate billions of dollars in economic impact. In fact, Street and Smith’s Sportsbusiness Journal recently reported that in the United States alone, sports is a $213 billion dollar industry, making it the sixth largest industry in the nation.

The student selecting the Tourism Studies advisement area will study one of the largest industries in the world. The growth in the tourism industry has occurred in the areas of destination planning/management, event management, adventure, and experience-based visitor experiences. The tourism industry has evolved from a travel agent stereotype to a profession that increasingly requires preparation in the areas of management, marketing, planning, and finance at the bachelor’s degree level.

Upon completion of the program, graduates will be prepared to transfer with junior standing to four-year institutions that offer sports or tourism-related bachelors degrees based on the selected areas of advisement. These four-year colleges include, but are not limited to, SUNY Brockport, SUNY Cortland, Niagara University, St. John Fisher College, Ithaca College, Clemson University, St. John’s University, University of Massachusetts, University of South Carolina, and East Stroudsburg University.

The goals of the Associate in Science in Sports and Tourism Studies degree program are:

- To prepare students to transfer with junior status into Tourism, Sport Management, Sport Marketing, Sport Administration, Leisure/Recreation, and Event Management programs at four-year institutions.

- To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.
CURRICULUM REQUIREMENTS

The student will be required to complete a minimum of 65 semester hours with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors

COM 110 Public Speaking OR
COM 115 Interpersonal Communication

*Social Science

ECO 210 Principles of Macroeconomics
ECO 211 Principles of Microeconomics
6 credit hours of social science electives

*Mathematics/Science

MAT 121 Statistics I
MAT 122 Statistics II
8 credit hours of science electives

Tourism/Sports Studies

Sports Studies Advisement Area:
• BUS 100 Introduction to Tourism
• BUS 126 Introduction to Sports Studies
• BUS 231 Sports Marketing
• BUS 232 Event Management

Tourism Management Advisement Area:
• BUS 100 Introduction to Tourism
• BUS 205 Services Marketing
• BUS 232 Event Management
• BUS 215 Tourism Planning and Development
OR BUS 225 Destination Marketing

Business

ACC 101 Principles of Financial Accounting
ACC 102 Principles of Managerial Accounting

Information Management

CSC 100 Computing in the Information Age
OR higher level CSC course

Physical Education

4 credit hours

*General Electives

3 credit hours of general electives

* Dependent on Advisement Area
SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.S. Sports and Tourism Studies degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.S. Sports and Tourism Studies degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.S. Sports and Tourism Studies degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisors when they plan their schedules.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101 Principles of Financial Accounting</td>
<td>4</td>
<td>ACC 102 Principles of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>CSC 100 Computing in the Information Age</td>
<td>3</td>
<td>COM 110 Public Speaking OR COM 115</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121 Statistics I</td>
<td>3</td>
<td>MAT 122 Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 100 Introduction to Tourism</td>
<td>3</td>
<td>BUS 126 Introduction to Sports Studies OR BUS 205 Services Marketing*</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210 Principles of Macroeconomics</td>
<td>3</td>
<td>ECO 211 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>4</td>
<td>Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>BUS 231 Sports Marketing OR</td>
<td></td>
<td>BUS 232 Event Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 215 Tourism Planning and Development OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS 225 Destination Marketing*</td>
<td>3</td>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

*Dependent on Advisement Area

Science: classes beginning with prefix BIO, CHM, NS, PHY, SCI except BIO 101 and SCI 100
Associate in Applied Science
BUSINESS - ACCOUNTING (HEGIS 5002)
Associate in Applied Science Degree
A.A.S.

Finger Lakes Community College offers a two-year program leading to the Associate in Applied Science in Accounting degree. This program is recommended for the person who wishes to pursue an analytical concentration in accounting principles and applications. The A.A.S. in Accounting prepares students for employment in business, government, industry, and non-profit organizations, all of which depend upon the presentation of data in various report forms for decision making.

The first year sequence, required of all business students, provides general business courses. The second year sequence is comprised of advanced courses which provide in-depth study of accounting and related subjects required for job placement. A substantial share of the credits earned in this degree will transfer to business administration and accounting programs at four-year institutions. Students should consult with their advisor and the four-year institution to which they plan to transfer for more information.

The goals of the Associate in Applied Science in Accounting degree program are:

• To provide students with a sufficient background in general education, business, and accounting to prepare them for employment in accounting and related fields.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 68 semester hours, with a grade point average of not less than C (2.0). In addition, students must have a C+ average or better in Principles of Financial Accounting and Principles of Managerial Accounting before they may go on to Intermediate Accounting I.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

**Humanities**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
</tr>
<tr>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td>ENG 105 English II Honors</td>
</tr>
<tr>
<td>COM 110 Public Speaking</td>
</tr>
</tbody>
</table>

**Social Science**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210 Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECO 211 Principles of Microeconomics</td>
</tr>
</tbody>
</table>
Mathematics and/or Science
Minimum 3 credit hours of mathematics OR science

Business
ACC 101 Principles of Financial Accounting
ACC 102 Principles of Managerial Accounting
ACC 201 Intermediate Accounting I
ACC 202 Intermediate Accounting II
ACC 205 Cost Accounting
OR
ACC 207 Income Tax Accounting
ACC 210 Contemporary Accounting Applications

**BUS 120 Business Organization
BUS 123 Business Communications
BUS 222 Marketing
BUS 227 Business Law I
OR
BUS 228 Business Law II

Computing Sciences
CSC 100 Computing in the Information Age OR CSC elective

Physical Education Elective 4 credit hours

Electives The remainder of required hours must be made up of approved electives.

*See pages 91-97.

**OR BUS 124 Organizational Behavior upon recommendation of academic advisor.

SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Accounting degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Accounting degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Accounting degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedule.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101 Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 120 **Business Organization</td>
<td>3</td>
</tr>
<tr>
<td>MAT *Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>**</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACC 102 Principles of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>COM 110 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CSC 100 Computing in the Information Age</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>**</td>
<td>17</td>
</tr>
<tr>
<td>Third Semester</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>BUS 123 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 222 Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 201 Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACC 210 Contemporary Accounting Applications</td>
<td>3</td>
</tr>
<tr>
<td>ECO 210 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 227 Business Law I OR BUS 228 Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202 Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACC 205 Cost Accounting OR ACC 207 Income Tax Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 211 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

*Recommended Mathematics Electives: MAT 121, 122 Statistics I & II

**OR BUS 124 Organizational Behavior upon recommendation of academic advisor.

**ACCOUNTING DEGREE WITH INTERNSHIP**

The Business Department’s Internship program will enable a Finger Lakes Community College student to supplement his/her academic status and increase career awareness through a semester of full-time work experience. This work experience will be available during the 15-week session in the Spring semester and for a 12-week session in the Summer. Students from the Associate in Applied Science degree in Accounting who wish to participate in this program should consult with their advisor.
BUSINESS-BUSINESS ADMINISTRATION (HEGIS 5004)  
Associate in Applied Science Degree  
A.A.S.

Finger Lakes Community College offers a two-year program leading to the Associate in Applied Science in Business Administration degree. The Business Administration program is thorough and comprehensive in order to serve the needs of the students, local business firms and industries, and the general community.

The first year sequence of courses consists of general business courses and some orientation and exploratory courses so that students may identify their major objectives or vocation. The second year sequence of courses emphasizes in-depth business courses, both required and elective, to help students reach their objectives.

The goals of the Associate in Applied Science in Business Administration degree program are:

- To develop in students scientific business knowledge necessary for entering the business community.
- To provide students with an opportunity to survey the entire business picture.
- To provide students with an opportunity to study communications and behavioral approaches to allow effective interactions with others.
- To develop in students an appreciation for the total economic, social, political, and cultural environment of modern society.
- To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 66 semester hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

Humanities  
ENG 101 Freshman English  
ENG 102 Introduction to Literature  
OR  
ENG 104 English I Honors  
ENG 105 English II Honors  
COM 110 Public Speaking OR  
COM 115 Interpersonal Communication
Social Science
   ECO 210 Principles of Macroeconomics
   ECO 211 Principles of Microeconomics

*Mathematics and/or Science
   Minimum 3 credit hours Mathematics
   Minimum 3 credit hours Mathematics OR Science

Business
   ACC 101 Principles of Financial Accounting
   ACC 102 Principles of Managerial Accounting
   **BUS 120 Business Organization
   BUS 123 Business Communications
   BUS 222 Marketing
   BUS 227 Business Law I OR
   BUS 228 Business Law II
   12 credit hours of Business electives

Computing Sciences
   CSC 100 Computing in the Information Age
   OR CSC elective

Physical Education Elective
   4 credit hours

Electives
   The remainder of required electives must be made up
   of approved electives and include a minimum of 12 hours of business electives.

*See pages 91-97.

**OR BUS 124 Organizational Behavior upon recommendation of academic advisor.

BUSINESS ADMINISTRATION INTERNSHIP BUS 250

The Business Department Internship Program will enable students to supplement their academic status and increase career awareness through a semester of full-time work experience. This work experience will be available during a 15-week session in the fall or spring semester or a 12-week session in the summer. BUS 250 is counted as 3 hours of business electives and/or general electives.

SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Business Administration degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Business Administration degree. Similarly, students who find they need to take some additional coursework to prepare them to do well in the types of courses included in the A.A.S. Business Administration degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedules.
<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>*BUS 120 Business Organization</td>
<td>3</td>
</tr>
<tr>
<td>CSC 100 Computing in the Information Age OR CSC Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>MAT **Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 102 Principles of Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics/Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>***Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>17/18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 123 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUS 222 Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 227 Business Law I OR BUS 228 Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 210 Principles of Macroeconomics ***Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 211 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>COM 110 Public Speaking OR COM 115 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>***Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>***Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>**</td>
<td>16</td>
</tr>
</tbody>
</table>

* OR BUS 124 Organizational Behavior upon recommendation of advisor.

** Recommended Mathematics Electives: MAT 121, 122 Statistics I & II.

*** Business Electives include courses with the following prefixes: ACC, BUS, CSC, HTM, OFT. Courses coded as PLG may be used with permission of department chair.

**SUBJECT AREAS FOR TRANSFER OPPORTUNITIES**

By appropriate course selection in consultation with a faculty advisor, students pursuing the A.A.S. Business Administration degree may prepare for transfer to upper-division study in the subject areas listed:

**BUSINESS ADMINISTRATION**

**MANAGEMENT**

**MARKETING**
BUSINESS: OFFICE TECHNOLOGIES - ADMINISTRATIVE ASSISTANT (HEGIS 5005) Associate in Applied Science Degree A.A.S.

This unique program bridges the Business Administration and Office Technologies areas to meet the demands of today's industry. It is designed to offer the graduate the necessary background for initial job placement with the opportunity for advancement within managerial areas. The program also provides transfer possibilities to a four-year college in a Business Administration major.

The goals of the Associate in Applied Science in Administrative Assistant degree program are:

• To prepare students for initial job placement with opportunity for advancement in managerial areas.

• To provide students with sufficient academic background to permit transfer to four-year programs in Business Administration.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 64 semester hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students must pass skills assessment for entrance into these courses. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors

COM 110 Public Speaking OR
COM 115 Interpersonal Communication

Social Science

ECO 100 Survey of Economics or higher level economics
BUS/PSY 124 Organizational Behavior

*Science and/or Mathematics

Minimum of 3 credit hours

*Mathematics

Minimum of 3 credit hours
Computing Sciences  
3 credit hours of computer science electives

Business and Office Technologies  
BUS 120 Business Organization  
BUS 200/OFT 200 Office Management  
OFT 141 College Keyboarding II  
OFT 150 Basic Accounting  
OFT 156 Office Communications  
OFT 210 Word Processing I  
OFT 211 Word Processing II  
OFT 213 Office Automation  
OFT 247 Office Procedures I  
OFT 248 Office Procedures II

3 credit hours of business elective

Physical Education Elective  
4 credit hours

Electives  
The remainder of the required hours must be made up of approved electives.

*See pages 91-97.

SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Administrative Assistant degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students at Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements of the A.A.S. Administrative Assistant degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Administrative Assistant degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedule.

First Semester  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>OFT 141 College Keyboarding II</td>
<td>3</td>
</tr>
<tr>
<td>BUS 120 Business Organization</td>
<td>3</td>
</tr>
<tr>
<td>OFT 156 Office Communications</td>
<td>3</td>
</tr>
<tr>
<td>OFT 150 Basic Accounting</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Second Semester  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>COM 110 Public Speaking OR COM 115 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>BUS/PSY 124 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>OFT 210 Word Processing I</td>
<td>3</td>
</tr>
<tr>
<td>CSC Computing Sciences Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
### Fourth Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFT 248</td>
<td>Office Procedures II</td>
<td>3</td>
</tr>
<tr>
<td>OFT 213</td>
<td>Office Automation</td>
<td>3</td>
</tr>
<tr>
<td>BUS</td>
<td>Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>OFT/BUS 200</td>
<td>Office Management</td>
<td>3</td>
</tr>
<tr>
<td>MAT</td>
<td>Math OR Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 16/17

### Third Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFT 247</td>
<td>Office Procedures I</td>
<td>3</td>
</tr>
<tr>
<td>OFT 211</td>
<td>Word Processing II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 100</td>
<td>Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>MAT</td>
<td>Math Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 16

### RECOMMENDED SEQUENCE FOR CERTIFICATE PROGRAM

**OFFICE TECHNOLOGY CERTIFICATE (HEGIS 5005)**

#### First Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>OFT 140</em></td>
<td>College Keyboarding I OR OFT 141College Keyboarding II</td>
<td>3</td>
</tr>
<tr>
<td>OFT 156</td>
<td>Office Communications</td>
<td>3</td>
</tr>
<tr>
<td>OFT 247</td>
<td>Office Procedures I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 120</td>
<td>Business Organization</td>
<td>3</td>
</tr>
<tr>
<td>OFT 150</td>
<td>Basic Accounting OR <strong>OFT 210 Word Processing I</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 15

* Placement will be based on the student’s skills. The student is required to take College Keyboarding II in order to receive the Certificate.

** At least College Keyboarding I or permission of instructor is a prerequisite for this course. Also, the student must take Word Processing I if enrolling in College Keyboarding II during the first semester.

*** The student must take Basic Accounting if College Keyboarding II has been taken in the first semester.

The student who has completed the certificate program may transfer directly into the two-year program to earn an Associate in Applied Science Degree.
CHEMICAL DEPENDENCY COUNSELING (HEGIS 5506)
Associate in Applied Science Degree
A.A.S.

Finger Lakes Community College offers a two-year program leading to the Associate in Applied Science in Chemical Dependency degree. This degree program educates and trains students to work as counselors with alcoholics and addicts. Students receive substantial practical experience as well as course work. Three hundred hours of field experience in settings such as rehabilitation centers, clinics, hospitals, health agencies, and governmental units is required.

The goals of the Associate in Applied Science in Chemical Dependency are:

• To prepare students for entry level employment in the field of chemical dependency by providing them with academic background and field experience.

• To provide students with an academic background that prepares them to transfer to a chemical dependency program at a four-year institution.

• To prepare students to meet the academic requirements to sit for the Credentialed Alcoholism and Substance Abuse Counselor Exam (CASAC).

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 65 semester hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

*Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors

COM 110 Public Speaking
OR
COM 115 Interpersonal Communication

3 credit hours of humanities electives

Social Science

PSY 100 Introduction to Psychology
PSY 150 Interviewing and Counseling

**3 Credits 200 Level Psychology Elective

SOC 100 Introduction to Sociology
SOC 110 Social Problems
*Mathematics and/or Science
BIO 115 Human Biology
BIO 118 Contemporary Biology I
3 credit hours of mathematics electives

Human Services
HUS 102 Human Services in Contemporary America

Chemical Dependency
CDC 102 Concepts of Chemical Dependency I
CDC 103 Concepts of Chemical Dependency II
CDC 200 Addiction Counseling
CDC 210 Field Experience I
CDC 211 Field Experience II

Physical Education Elective
PE 214 Responding to Emergencies
1 credit hour elective
Elective
The remainder of required hours must be made up of advisor approved electives.

*See pages 91-97.

**Choose from:
PSY 200 Developmental Psychology
PSY 205 Adolescent Psychology
PSY 215 Biological Psychology
PSY 220 Abnormal Psychology

SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Chemical Dependency degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and / or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Chemical Dependency degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Chemical Dependency degree may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedule.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>BIO 115 Human Biology</td>
<td>4</td>
</tr>
<tr>
<td>HUS 102 Human Services in Contemporary America</td>
<td>3</td>
</tr>
<tr>
<td>CDC 102 Concepts of Chemical Dependency I</td>
<td>3</td>
</tr>
<tr>
<td>PE 214 Responding to Emergencies</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 100 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CDC 103 Concepts of Chemical Dependency II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 118 Contemporary Biology I</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 150 Interviewing and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>*PSY 200 Level Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>COM 110 Public Speaking OR COM 115 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CDC 210 Field Experience I</td>
<td>4</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDC 200 Addiction Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CDC 211 Field Experience II</td>
<td>4</td>
</tr>
<tr>
<td>MAT Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

*Based on discussion with advisor
CRIMINAL JUSTICE (HEGIS 5505)  
Associate in Applied Science Degree  
A.A.S.

Opportunities in the field of Criminal Justice are almost unlimited for men and women who wish to pursue this challenging field. Well-educated men and women are critically needed in all major areas of Criminal Justice. Students receiving the A.A.S. Criminal Justice degree are likely candidates for employment with municipal, county, state, and federal agencies, as well as industrial, business, and financial enterprises interested in students with Criminal Justice backgrounds.

Students receiving the A.A.S. Criminal Justice degree may transfer to four-year institutions in the SUNY system and to other four-year institutions offering a Bachelor’s Degree in Criminal Justice. Articulation agreements facilitate transfer to State University College at Oswego, CUNY John Jay College of Criminal Justice, Niagara University, Rochester Institute of Technology, and Hilbert College. There are also joint admissions policies with State University College at Brockport, Roberts Wesleylan, and Keuka College. Students should consult with their advisor and the four-year institution to which they will transfer regarding choice of electives.

The goals of the Associate in Applied Science in Criminal Justice degree are:

- To provide students with an understanding of self and society so that they realize full, individual potential through intellectual development and social awareness.
- To teach students how to communicate effectively with professionals in criminal justice and related agencies.
- To provide students with knowledge, understanding, and appreciation of statutory, procedural, and Constitutional Law.
- To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of liberal education.

CURRICULUM REQUIREMENTS

Each full-time Criminal Justice student who has a minimum 2.5 GPA may take one six credit hour course in Cooperative Education in an area of career choice during his/her third or fourth semester. Students will be assigned to an agency or department within the four county Finger Lakes area. The Cooperative Education curriculum is designed to supplement and expand the theoretical and doctrinal concepts delivered in the classroom environment. Those students who do not have a 2.5 or better GPA will be required to take six additional credits in criminal justice courses. CJC Cooperative Education is offered during the Spring and Fall semesters.

Students, currently enrolled at FLCC, wishing to transfer to the Criminal Justice program must complete a change of major form during the preregistration period. Students must have a cumulative grade point average of 2.0. A limited number of spaces are available.

The student is required to complete a minimum of 64 credit hours with a grade point average of not less than C (2.0).
All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
- OR
- ENG 104 English I Honors
- ENG 105 English II Honors
- COM 110 Public Speaking

*Social Science*
- SOC 100 Introduction to Sociology
- PSY 100 Introduction to Psychology
- 6 credit hours of social science electives

*Mathematics and Science*
- 3 credit hours of mathematics
- 6 credit hours of science

**Criminal Justice**
- CJC 100 Introduction to Criminal Justice
- CJC 117 Issues in Constitutional Law
- CJC 200 Cooperative Education or 6 credits CJC electives
- CJC 210 Family Court
- CJC 105 Criminal Law
- OR
- CJC 110 Criminal Procedure Law

The balance of Criminal Justice courses will be selected from the following courses in consultation with an advisor. A total of 27 credit hours in Criminal Justice is required.

- CJC 105 Criminal Law
- OR
- CJC 110 Criminal Procedure Law
- CJC 115 Law of Evidence
- CJC 120 Corrections Procedure
- CJC 125 Juvenile Justice
- CJC 130 Probation Administration
- CJC 205 Philosophy of Criminal Investigation
- CJC 212 Introduction to Criminalistics
- CJC 215 Current Practices in Corrections
- CJC 220 Contemporary Practices in Probation
- CJC 225 Police Community Relations
- CJC 227 Introduction to Terrorism
Physical Education Elective  Minimum of 4 credit hours

Electives  The remainder of required hours must be made up of approved electives.

*See pages 91-97.

SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Criminal Justice degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Criminal Justice degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Criminal Justice degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisor when they plan their schedules.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Fr 3</td>
<td>ENG 102</td>
<td>Lit 3</td>
</tr>
<tr>
<td>PSY 100</td>
<td>Psy 3</td>
<td>CJC 110</td>
<td>Cr 3</td>
</tr>
<tr>
<td>SOC 100</td>
<td>Soc 3</td>
<td>CJC 117</td>
<td>Const 3</td>
</tr>
<tr>
<td>CJC 100</td>
<td>Int 3</td>
<td>Social Science</td>
<td>Elect 3</td>
</tr>
<tr>
<td>CJC 105</td>
<td>Crime 3</td>
<td>MAT 3</td>
<td>Math Elect</td>
</tr>
<tr>
<td>PE</td>
<td>PE 1</td>
<td>PE</td>
<td>PE 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC 200</td>
<td>Coop 6</td>
<td>COM 110</td>
<td>Pub 3</td>
</tr>
<tr>
<td>or 6 credits</td>
<td></td>
<td>CJC 210</td>
<td>Fam 3</td>
</tr>
<tr>
<td>CJC Electives</td>
<td></td>
<td>Criminal Justice</td>
<td>Elect 3</td>
</tr>
<tr>
<td>Science</td>
<td>3/4</td>
<td>Science</td>
<td>3/4</td>
</tr>
<tr>
<td>Social</td>
<td>3</td>
<td>General</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>PE 1</td>
<td>PE</td>
<td>PE 1</td>
</tr>
</tbody>
</table>

|               | 16/17        |

SUBJECT AREAS FOR TRANSFER OPPORTUNITIES

Within the A.A.S. Criminal Justice degree program students may wish to select courses that reflect the students' interests and goals. The articulation agreements which support transfer from Finger Lakes Community College to four-year institutions are discussed in more detail in the "Transfer Opportunities" section on page 81.

By appropriate course selection in consultation with a faculty advisor, students pursuing the A.A.S. Criminal Justice degree may prepare for transfer to upper-division study in the subject areas listed:

POLICE SCIENCE
PROBATION ASSISTANT
YOUTH AND/OR COMMUNITY SERVICE OFFICER
CORRECTIONS
CRIMINAL JUSTICE CERTIFICATE (HEGIS 5505)

Students who wish an introduction to the field of law enforcement but do not want to enter the A.A.S. Criminal Justice degree program may obtain a Criminal Justice Certificate by taking the following courses. Credits earned for the Criminal Justice Certificate may be applied to the A.A.S. Criminal Justice degree.

Course Requirements Credit Hours
CJC 117 Issues in Constitutional Law ...3
CJC 105 Criminal Law .................. 3
CJC 110 Criminal Procedure Law .......3
ENG 101 Freshman English...............3
PSY 100 Introduction to Psychology ......3
SOC 100 Introduction to Sociology.......3

18

BECKER STRONG MEMORIAL SCHOLARSHIP

This award is made possible through the efforts of the Ontario County Benevolent Association in memory of two Ontario County deputies who were killed in the line of duty—Deputy Truman Becker, 1981, and Deputy Malcolm Strong, 1983. It is given to a criminal justice student who has successfully completed two semesters.

ANTHONY L. CECERE MEMORIAL SCHOLARSHIP

The friends and family of Mr. Anthony L. Cecere will award a scholarship in the amount of one semester’s tuition to a returning, second year, full-time Criminal Justice student who has maintained a minimum GPA of 3.0 or better. This scholarship is based on merit, and consideration will be given to students who have someone in their family connected with a law enforcement agency.
EMERGENCY MEDICAL TECHNICIAN-PARAMEDIC (HEGIS 5299)
Associate in Applied Science Degree
A.A.S.

The Associate in Applied Science in EMT-Paramedic prepares students for careers in the emergency medical field. Students should already be certified as New York State Emergency Medical Technicians at the Basic level. The associate degree builds on the courses offered in the Certificate program and is offered to broaden the student’s knowledge of the field in paramedicine. The program includes additional coursework in oral and written communication, science, math, and psychology. Students will gain a greater educational background to integrate theory and practice. As a pre-hospital care provider, paramedics must learn to adapt to the ever changing trends in health care and technology. This associate degree will provide students education in the current thinking and practice in paramedicine and the associated sciences and communication skills necessary to be an effective successful paramedic.

As our population ages and individuals face increased medical concerns, the need for well-rounded knowledgeable paramedics will continue to grow. In Ontario County, health care and social services is the third largest job category, accounting for some 16% of total jobs. Four of the ten largest employers in Ontario County are hospitals. Graduates in the certificate in Paramedicine have been successful in acquiring paramedic positions with the ambulance corps in our local area. The addition of the degree will allow graduates the ability to move up the career ladder and fulfill the ever changing positions of management and statutory requirements set by municipalities, State and Federal governments.

The Associate in Applied Science (AAS) is designed to provide students with the knowledge and training necessary to pursue a career in Paramedicine.

The programmatic goals are:

• To prepare students to enter the workforce as a competent entry level paramedic.

• To develop in students the 11 competencies identified by FLCC as learning outcomes of a liberal education (Writing, Problem Solving, Oral Communication, Ethics/Values, Reading, Citizenship, Mathematics, Global Concerns, Computer Literacy, Information Resources, Professional Competency).

• To develop in graduates a sense of personal values and ethics consistent with the practice of medicine and aid to the community.

• To provide a solid background in the skills and knowledge needed to succeed as a paramedic.
CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 69 semester hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students must pass skills assessment for entrance into these courses. Students who are well prepared may substitute ENG 104 Freshman English I Honors and ENG 105 Freshman English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

Humanities
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
- OR
- ENG 104 Freshman English I Honors
- ENG 105 Freshman English II Honors

- COM 110 Public Speaking
- OR
- COM 115 Interpersonal Communication

Social Science
- PSY 100 Introduction to Psychology
- 3 credit hours of social science electives

Mathematics and Science
- MAT 110 Business Mathematics
- BIO 110 Fundamentals of Human Anatomy & Physiology
- OR
- BIO 115 Human Biology

Emergency Medical Services
- EMCR 125 EMS Management
- EMCR 146 Introduction to Paramedicine
- EMCR 156 Paramedic Airway and Patient Management
- EMCR 166 Paramedic-Cardiology
- EMCR 176 Paramedic-Medical Emergencies
- EMCR 186 Paramedic-Trauma
- EMCR 200 Emergency Medical Technician with Defibrillation

Physical Education Elective
- 1 credit hour of physical education elective
**SAMPLE SCHEDULE**

The schedule below shows how the requirements for the A.A.S. Emergency Medical Technician – Paramedic degree may be met in four semesters. This schedule is an example of one of many possible schedules that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the degree. Similarly, students who find they need to take some preparatory course work may plan a schedule that takes more than four semesters to complete. All students should consult their advisors when they plan their schedules.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101  Freshman English OR</td>
<td></td>
</tr>
<tr>
<td>ENG 104  Freshman English I Honors......3</td>
<td></td>
</tr>
<tr>
<td>EMCR 200  EMT with Defibrillation.........6</td>
<td></td>
</tr>
<tr>
<td>MAT 110  Business Mathematics ............3</td>
<td></td>
</tr>
<tr>
<td>COM 110  Public Speaking OR</td>
<td></td>
</tr>
<tr>
<td>COM 115  Interpersonal Communication....3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCR 146  Intro to Paramedicine ..........5</td>
<td></td>
</tr>
<tr>
<td>EMCR 156  Paramedic Airway &amp; Patient Management ........7</td>
<td></td>
</tr>
<tr>
<td>‘EMCR 166  Paramedic – Cardiology ..........6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

‘EMCR 166 extends into August.

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCR 176  Paramedic Medical</td>
<td></td>
</tr>
<tr>
<td>Emergency ................................7</td>
<td></td>
</tr>
<tr>
<td>EMCR 186  Paramedic – Trauma ..........13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102  Introduction to Literature OR</td>
<td></td>
</tr>
<tr>
<td>ENG 105  Freshman English II Honors......3</td>
<td></td>
</tr>
<tr>
<td>EMCR 125  EMS Management .............3</td>
<td></td>
</tr>
<tr>
<td>PSY 100  Introduction to Psychology ....3</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective ..................3</td>
<td></td>
</tr>
<tr>
<td>BIO 110  Fundamentals of Human Anatomy &amp; Physiology OR</td>
<td></td>
</tr>
<tr>
<td>BIO 115  Human Biology .................3</td>
<td></td>
</tr>
<tr>
<td>Physical Education Elective ..........1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
EMERGENCY MEDICAL SERVICES

As part of its Mission to respond to the needs of the community as well as improve the quality of life in the community, Finger Lakes Community College offers courses which prepare students to meet the requirements of the New York State Department of Health for providing emergency medical services. Courses with the EMCR prefix are graded and contribute to students' GPA. Students may count up to 3 credit hours of EMCR credits towards the completion of physical education credits. Additional credit hours earned through EMCR courses count as general electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCR 130</td>
<td>Certified First Responder</td>
</tr>
<tr>
<td>EMCR 135</td>
<td>Certified First Responder Refresher</td>
</tr>
<tr>
<td>EMCR 200</td>
<td>Emergency Medical Technician with Defibrillation</td>
</tr>
<tr>
<td>EMCR 205</td>
<td>Emergency Medical Technician with Defibrillation Refresher</td>
</tr>
<tr>
<td>EMCR 251</td>
<td>EMT-Paramedic Refresher</td>
</tr>
<tr>
<td>EMCR 260</td>
<td>Critical Care Emergency Medical Transport - Paramedic</td>
</tr>
<tr>
<td>EMCR 261</td>
<td>Critical Care Emergency Medical Transport - Paramedic Refresher</td>
</tr>
<tr>
<td>EMCR 310</td>
<td>Advanced EMT-Intermediate</td>
</tr>
<tr>
<td>EMCR 315</td>
<td>Advanced EMT-Intermediate Refresher</td>
</tr>
<tr>
<td>EMCR 320</td>
<td>Advanced EMT-Critical Care</td>
</tr>
<tr>
<td>EMCR 325</td>
<td>Advanced EMT-Critical Care Refresher</td>
</tr>
</tbody>
</table>

EMERGENCY MEDICAL TECHNICIAN-PARAMEDIC CERTIFICATE (HEGIS 5299)

Designed to prepare students to serve as pre-hospital emergency medical care professionals, FLCC’s 16-month Emergency Medical Technician-Paramedic certificate program delivers instruction through lecture, lab experiences, clinical lessons, and field training. The curriculum also prepares students to take the New York State Paramedic Certification exams and the National Registry of EMT-Paramedic exam, and to obtain American Heart Association certification in basic cardiac life support, advanced cardiac life support, and pediatric advanced life support, along with International Trauma Life Support.

Students are required to complete 372 hours of in-hospital, clinical field experience in emergency departments, operating rooms, intensive care units, psychiatric treatment units, labor/delivery rooms, and other specialized care units. They are also required to complete a 100- to 200-hour field internship with area advanced life support ambulance services.

The curriculum and objectives of each course follow the USDOT paramedic course outline. Classes will be held through the College in affiliation with the Finger Lakes Regional EMS Council located at the FLCC Geneva Campus at 63 Pultney Street, Geneva, as well as other clinical locations throughout the area.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMCR 146 Introduction to Paramedicine.........</td>
<td>5</td>
</tr>
<tr>
<td>EMCR 156 Paramedic Airway and Patient Management</td>
<td>7</td>
</tr>
<tr>
<td>EMCR 166 Paramedic Cardiology</td>
<td>6</td>
</tr>
<tr>
<td>EMCR 176 Paramedic Medical Emergencies ....</td>
<td>7</td>
</tr>
<tr>
<td>EMCR 186 Paramedic Trauma</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>

For more information about EMS courses, the EMT-Paramedic certificate program, and the AAS degree in EMT - Paramedicine, contact the Finger Lakes Region Emergency Medical Service Council at (315) 789-0108.
E-COMMERCE (HEGIS 5099)
Associate in Applied Science Degree
A.A.S.

The Associate in Applied Science degree in e-Commerce is offered fully-online or as a combination of online and traditional face-to-face courses. The program is designed to provide students with a balanced background in business and Web-based application development and to give students experience in professional online collaboration and communication. This program will challenge students as they evolve into the business and computer commerce professionals of tomorrow.

The program’s online courses are offered through the award-winning SUNY Learning Network (SLN). Online coursework will be completed through online forums with instructors and fellow students. Students completing the degree program entirely online will be able to access all administrative services either online or by phone, including application processing, course registration, payment, advisement, technical support, purchase of books and supplies, and library services and materials.

The goals of the Associate in Applied Science in e-Commerce program are:

• To prepare the student for an entry level position in either a small business implementing online marketing or a company that develops online marketing solutions for small businesses.

• To prepare the student to learn in a dynamic way that reflects the future trends of the learning paradigm as envisioned by SUNY and its affiliate colleges.

• To teach the student to collaborate and communicate in an asynchronous environment across long distances.

• To provide a balanced background in business and computer application development so as to prepare the student for the current state of electronic commerce.

CURRICULUM REQUIREMENTS

The student must successfully complete a minimum of 66 credit hours of study with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students must pass skills assessment for entrance into these courses. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.
The student must successfully complete:

<table>
<thead>
<tr>
<th>Humanities</th>
<th>English 101 Freshman English</th>
<th>English 102 Introduction to Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OR</td>
<td>English 104 English I Honors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English 105 English II Honors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COM 115 Interpersonal Communication</td>
</tr>
<tr>
<td>Social Science</td>
<td>ECO 210 Principles of Macroeconomics</td>
<td>ECO 211 Principles of Microeconomics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT 121 Statistics I</td>
<td>MAT 122 Statistics II</td>
</tr>
<tr>
<td>Business</td>
<td>ACC 101 Principles of Financial Accounting</td>
<td>BUS 120 Business Organization</td>
</tr>
<tr>
<td></td>
<td>BUS 222 Marketing</td>
<td>BUS/PSY 124 Organizational Behavior</td>
</tr>
<tr>
<td></td>
<td>PLG 110 Computer Law and Policy</td>
<td></td>
</tr>
<tr>
<td>Computing Sciences</td>
<td>CSC 115 Introduction to Programming and Computing</td>
<td>CSC 135 Core Excel</td>
</tr>
<tr>
<td></td>
<td>CSC 211 MS Access</td>
<td>CSC 215 Visual Basic</td>
</tr>
<tr>
<td></td>
<td>BUS/CSC 247 e-Commerce</td>
<td>CSC 250 Computing Sciences Internship</td>
</tr>
<tr>
<td></td>
<td>CSC 252 Multimedia Development</td>
<td>CSC 262 Web Site Development and Programming</td>
</tr>
<tr>
<td></td>
<td>CSC 270 Principles of Information Security</td>
<td></td>
</tr>
<tr>
<td>Physical Education Electives</td>
<td>PE 122 Concepts of Wellness</td>
<td>PE 164 Stress Reduction through Exercise</td>
</tr>
</tbody>
</table>
## SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. e-Commerce degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. e-Commerce degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. e-Commerce degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedules.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>BUS 120 Business Organization</td>
<td>3</td>
</tr>
<tr>
<td>COM 115 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>CSC 115 Introduction to Programming and Computing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 210 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BUS 222 Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 215 Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>CSC 262 Website Development and Programming</td>
<td>3</td>
</tr>
<tr>
<td>ECO 211 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS/PSY 124 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CSC 252 Multimedia Development</td>
<td>3</td>
</tr>
<tr>
<td>MAT 122 Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PLG 110 Computer Law &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>PE 122 Concepts of Wellness</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 135 Core Excel</td>
<td>1</td>
</tr>
<tr>
<td>CSC 211 MS Access</td>
<td>3</td>
</tr>
<tr>
<td>BUS/CSC 247 Electronic-Commerce</td>
<td>3</td>
</tr>
<tr>
<td>CSC 250 Computing Sciences Internship</td>
<td>3</td>
</tr>
<tr>
<td>CSC 270 Information Security</td>
<td>3</td>
</tr>
<tr>
<td>PE 164 Stress Reduction Through Exercise</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>
FISHERIES TECHNOLOGY (HEGIS 5403)
Associate in Applied Science Degree
A.A.S.

The Associate in Applied Science degree in Fisheries Technology is designed to provide students with the knowledge and training necessary to pursue a career in areas of fisheries management and fish culture in both the public and private sectors. Classes are designed to give students hands-on experience with modern fisheries equipment and procedures. Additionally, the required internship provides real-world experience in fisheries work. Graduates of the Fisheries Technology degree program will be competitive applicants for entry-level positions within local, state, and federal natural resource agencies. Graduates will also be employable at private fish hatcheries, preserves, and environmental consulting firms.

The Finger Lakes region of central and western New York provides an exceptional outdoor classroom for students interested in fisheries technology. Field experiences are conducted both on- and off-campus on a variety of freshwater bodies including streams, ponds, and lakes. Currently, FLCC owns six research vessels, including a state-of-the-art electrofishing boat. Students utilize industry-standard equipment, such as water sampling and testing devices, backpack electrofishers, fish tagging and marking equipment, and a wide variety of aquatic sampling nets.

The Fish Culture and Aquatic Research Center located at the College’s Muller Field Station, south of Honeoye Lake, provides students unique learning experiences in fish culture and aquaculture. Fish culturing operations focus on the collection, spawning, raising, and stocking of walleye by utilizing both intensive and extensive techniques. Students are also trained in the use of water recirculation and biofiltration techniques for various aquaculture applications.

The goals of the Associate in Applied Science in Fisheries Technology degree program are:

- To provide students with hands-on experience in the fisheries field.
- To provide students with an awareness of the aquatic environment.
- To prepare students for employment in the fisheries and aquaculture fields.
- To prepare students with the appropriate course work necessary for transfer to four-year institutions.
- To develop in students all of the 11 Competencies identified by Finger Lakes Community College as the learning outcomes of a liberal education.
**CURRICULUM REQUIREMENTS**

Students must complete a minimum of 67 semester hours with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the Honors sequence should consult the Director of Honors.

The student must successfully complete:

<table>
<thead>
<tr>
<th>Humanities</th>
<th>ENG 101 Freshman English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td></td>
<td>ENG 105 English II Honors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science*</th>
<th>6 credit hours of social science elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences and</td>
<td>BIO 121 General Biology I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>BIO 122 General Biology II</td>
</tr>
<tr>
<td></td>
<td>BIO 221/CON 202 Principles of Terrestrial and Aquatic Ecology</td>
</tr>
<tr>
<td></td>
<td>MAT 121 Statistics I</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>CON 100 Introduction to Environmental Conservation</td>
</tr>
<tr>
<td>Conservation</td>
<td>CON 102 Introduction to Fish and Wildlife</td>
</tr>
<tr>
<td></td>
<td>CON/BIO 103 Environmental Science</td>
</tr>
<tr>
<td></td>
<td>CON 116 Fisheries Techniques</td>
</tr>
<tr>
<td></td>
<td>CON 200 Field Experiences in Conservation I</td>
</tr>
<tr>
<td></td>
<td>CON 214 Fisheries Management</td>
</tr>
<tr>
<td></td>
<td>CON 218 Fish Culture Techniques</td>
</tr>
<tr>
<td></td>
<td>CON 219 Introduction to Aquaculture</td>
</tr>
<tr>
<td></td>
<td>CON 229 Stream Ecology and Monitoring</td>
</tr>
<tr>
<td></td>
<td>CON 246 Limnology</td>
</tr>
</tbody>
</table>

| Information Management | CSC 134 Core Word                       |
|                        | CSC 135 Core Excel                       |
|                        | CSC 136 PowerPoint                       |

| Physical Education     | 4 credit hours                          |

| Electives              | 3 credit hours of general electives     |
|                        | COM 110 Public Speaking recommended     |

* See pages 91-97.
### SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Fisheries Technology degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Fisheries Technology degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Fisheries Technology degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisor when they plan their schedules.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CON 100 Introduction to Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>CON 116 Fisheries Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CSC 134 Core Word</td>
<td>1</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIO 122 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CON 102 Introduction to Fish and Wildlife</td>
<td>3</td>
</tr>
<tr>
<td>CON/BIO 103 Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>CSC 135 Core Excel</td>
<td>1</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 202/BIO 221 Principles of Terrestrial and Aquatic Ecology</td>
<td>3</td>
</tr>
<tr>
<td>CON 219 Introduction to Aquaculture</td>
<td>3</td>
</tr>
<tr>
<td>CON 246 Limnology</td>
<td>4</td>
</tr>
<tr>
<td>CSC 136 PowerPoint</td>
<td>1</td>
</tr>
<tr>
<td>MAT 121 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 200 Field Experiences in Conservation</td>
<td>2</td>
</tr>
<tr>
<td>CON 214 Fisheries Management</td>
<td>3</td>
</tr>
<tr>
<td>CON 218 Fish Culture Techniques</td>
<td>3</td>
</tr>
<tr>
<td>CON 229 Stream Ecology and Monitoring</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
GAME PROGRAMMING AND DESIGN (HEGIS 5103)
Associate in Applied Science Degree
A.A.S.

The Associate in Applied Science degree in Game Programming and Design is designed to provide students with the knowledge and training necessary to pursue a career in the areas of game design, game programming and game management. Courses in the program are designed to give students a great degree of hands-on experience as well as enforce the theory behind game design and programming. The students will also complete a culminating course that will show proficiencies in all areas of gaming. Graduates of this program would be competitive applicants for entry-level positions within local, state, and national gaming companies.

The gaming industry continues to grow exponentially, and the gaming companies continue to look for qualified workers. There are a wide range of job opportunities available in the industry such as: 2D/3D Artist, AI Programmer, Build Process Engineer, Development Support Specialist, PR Specialist, Graphics Artist, QA Technician, Web Programmer, Compiling Technician, Game Programmer, Goal Designer, Play Tester, Note Tracker, Sound Designer, Technical Artist, Tools Software Engineer, User Interface Programmer, and User Interface/Graphics Designer. The program is designed to prepare students for future study and also prepares students to acquire gainful employment with a gaming company in an entry level position.

The goals of the Associate in Applied Science in Game Programming and Design degree program are:

- To prepare students to enter the workforce in a technology related field, and the game industry.

- To prepare students for future study in game programming.

- To develop in students the 11 competencies identified by FLCC as learning outcomes of a liberal education. (Writing, Problem Solving, Oral Communication, Ethics/Values, Reading, Citizenship, Mathematics, Global Concerns, Computer Literacy, Information Resources, Professional Competency).

- To offer a solid background in core programming courses and game industry courses.

CURRICULUM REQUIREMENTS

The student must successfully complete a minimum of 66 credit hours of study with a grade point average of not less than C (2.0).

Students who are transferring to four-year institutions should follow the general education course requirements for transfer to SUNY and non-SUNY schools as explained on pages 91-97.
All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students must pass skills assessment for entrance into these courses. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

**Humanities**

ENG 101 Freshman English  
ENG 102 Introduction to Literature  
OR  
ENG 104 English I Honors  
ENG 105 English II Honors  
COM 110 Public Speaking  
COM 215 Script Writing

*Social Science*  
3 credit hours of social science elective

**Mathematics**

MAT 152 Pre-Calculus or higher  
MAT 220 Discrete Mathematics

**Natural Science**

PHY 118 College Physics  
PHY 245 Physics of Animation

**Computer Science**

CSC 103 Computing Sciences Freshman Seminar  
CSC 115 Introduction to Programming and Computing  
CSC 141 Introduction to the Game Industry  
CSC 190 Data Structures I  
CSC 200 Data Structures II  
CSC 241 Fundamentals of Game Design  
CSC 242 Introduction to 3D Computer Animation  
CSC 251 Applied Database Concepts  
CSC 252 Multimedia Development  
CSC 255 Game Programming Team Capstone Project  
CSC 260 Data Communications and Networking

**Physical Education Elective**

PE 122 Concepts of Wellness (recommended)  
PE 164 Stress Reduction through Exercise (recommended)

* See pages 91-97.
SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Game Programming and Design degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Game Programming and Design degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Game Programming and Design degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisors when they plan their schedules.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>CSC 103 Computing Sciences</td>
<td>2</td>
</tr>
<tr>
<td>CSC 115 Introduction to Programming and Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 141 Intro to Game Industry</td>
<td>3</td>
</tr>
<tr>
<td>COM 110 Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>MAT 152 Precalculus</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>CSC 190 Data Structures I</td>
<td>3</td>
</tr>
<tr>
<td>CSC 241 Introduction to Game Design</td>
<td>3</td>
</tr>
<tr>
<td>PE 164 Stress Reduction / Exercise</td>
<td>2</td>
</tr>
<tr>
<td>PHY 118 College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 215 Script Writing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 200 Data Structures II</td>
<td>4</td>
</tr>
<tr>
<td>CSC 242 Intro 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>PHY 245 Physics of Animation</td>
<td>4</td>
</tr>
<tr>
<td>CSC 260 Data Communications and Networking</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 251 Database Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSC 252 Multimedia Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 255 Game Programming Team</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Project</td>
<td></td>
</tr>
<tr>
<td>MAT 220 Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PE 122 Concepts of Wellness</td>
<td>2</td>
</tr>
</tbody>
</table>

17

18
GRAPHIC DESIGN (HEGIS 5012)
Associate in Applied Science Degree
A.A.S.

The Associate in Applied Science in Graphic Design degree program at Finger Lakes Community College prepares students for careers as graphic communicators by providing a strong foundation in drawing and two-dimensional design. The course work involves both theoretical as well as practical, hands-on problem solving.

The first year of the graphics program places a strong emphasis on foundation drawing and basic design. Broad concepts of both the elements and principles of design will be thoroughly explored.

In the second year, the student will become familiar with the many technical aspects of graphic design, including computer applications. A working knowledge of industry standards and creative solutions for graphic communications will be stressed.

Field trips to area museums and art galleries, visits to printing and design firms, and guest speakers from the graphic arts and advertising professional community allow students to learn more about Graphic Design careers.

Students completing the A.A.S. Graphic Design degree program are qualified for entry-level positions in advertising agencies and design studios. Many Graphic Design graduates transfer to four-year institutions offering the baccalaureate degree. Credits earned in the A.A.S. Graphic Design degree program may be transferred in varying amounts depending upon the transfer institutions. Students maintaining an appropriate GPA are eligible to participate in a transfer articulation agreement with SUNY Oswego which will allow for completion of a BFA in Graphic Design to be completed in four years. FLCC graduates with the A.A.S. Graphic Design degree have transferred to upper level programs at Syracuse University, Rhode Island School of Design, Rochester Institute of Technology, Nazareth College, SUNY Colleges at Buffalo, Fredonia, New Paltz, and Oswego, and a number of other private and public institutions.

The goals of the Associate in Applied Science in Graphic Design are:

• To provide students with a strong foundation in the visual arts that prepares them to solve design problems and communicate ideas effectively.

• To prepare students for entry-level employment in the Graphic Design fields.

• To develop in students the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 64 semester hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.
The student must successfully complete:

* **Humanities**
  - ENG 101 Freshman English
  - ENG 102 Introduction to Literature
  - OR
  - ENG 104 English I Honors
  - ENG 105 English II Honors
  - 6 credit hours of humanities electives

* **Social Science**
  - 6 credit hours of social science electives

* **Mathematics and/or Science**
  - 6 credit hours of mathematics/science electives

**Art and Graphic Design**
- ART 102 Foundation Drawing I
- ART 103 Foundation Drawing II
- ART 104 Design I
- ART 105 Design II
- ART 115 Computer Imaging
- ART 116 Computer Publishing
- ART 215 Graphic Design I
- ART 216 Graphic Design II
- ART 220 Graphic Illustration
- OR
- ART 222 Design for the Web
- 6 credit hours of approved art electives

**Physical Education Electives**
- Minimum 4 credit hours of physical education electives

* **General Electives**
  - 3 credit hours of general electives

*See pages 91-97.

**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.A.S. Graphic Design degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Graphic Design degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Graphic Design degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisor when they plan their schedule.
<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>ART 102 Foundation Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 104 Design I</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16/17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ART 103 Foundation Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 105 Design II</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16/17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 115 Computer Imaging</td>
<td>3</td>
</tr>
<tr>
<td>ART 215 Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 116 Computer Publishing</td>
<td>3</td>
</tr>
<tr>
<td>ART 216 Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 220 Graphic Illustration OR ART 222 Design for the Web</td>
<td>3</td>
</tr>
<tr>
<td>ART Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
The Associate in Applied Science in Hotel & Resort Management degree program is designed to provide students with a broad-based knowledge of the Hotel and Resort Industry. Students will analyze hotel management theories, industry trends, and the most up-to-date hospitality software packages. To supplement and enhance classroom instruction, students will visit a variety of fully-operational hotel and resort properties. Each student is individually encouraged to develop a professional service attitude and leadership style.

Students will be prepared for entry level positions in Front Office Administration, Conference and Convention Services, Housekeeping, Hospitality Sales and Marketing, and Hotel Food and Beverage Management.

Students are required to complete an internship in the lodging/hospitality industry. Each student will also have the opportunity to enter the Walt Disney World College Program.

The A.A.S. degree in Hotel & Resort Management will facilitate transfer to four-year college programs in Hotel Management, Restaurant Management, and Tourism Management.

The goals of the A.A.S. Hotel & Resort Management degree program are:

• To prepare students for entry level positions in the Hotel & Resort Management field.

• To provide sufficient academic background to facilitate student transfer to four-year college programs in Hotel Management, Restaurant Management, and Tourism Management.

• To introduce students to the operational realities of the hospitality industry.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

**CURRICULUM REQUIREMENTS**

The student is required to complete a minimum of 69 semester hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.
The student must successfully complete:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
- OR
- ENG 104 English I Honors
- ENG 105 English II Honors
- COM 110 Public Speaking
- OR
- COM 115 Interpersonal Communication
- SPN 140 Occupational Spanish

*Social Science*
- ECO 100 Survey of Economics or higher level economics
  3 credit hours

*Mathematics and/or Science*
- MAT 121 Statistics I
- 3 mathematics OR science credit hours

**Computing Sciences**
- CSC 100 Computing in the Information Age or CSC elective

**Business**
- ACC 101 Principles of Financial Accounting
- BUS 123 Business Communications

**Hotel and Resort Management**
- HTM 100 Principles of Hotel and Resort Operations
- HTM 130 Introduction to Food and Beverage
- HTM 135 Rooms Division Management
- HTM 205 Principles of Food Production
- HTM 210 Hospitality Computer Applications
- HTM 220 Hospitality Marketing and Sales
- HTM 225 Meeting Planning and Conference Management
- HTM 230 Hotel Law
- HTM 250 Hotel Internship

**Physical Education Elective**
- 4 credit hours

**General Electives**
- 3 credit hours

*See pages 91-97.*
SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Hotel & Resort Management degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Hotel & Resort Management degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Hotel & Resort Management degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisor when they plan their schedule.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>CSC 100 Computing in the Information Age</td>
<td>3</td>
</tr>
<tr>
<td>*ECO 100 Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>HTM 100 Principles of Hotel and Resort Management</td>
<td>3</td>
</tr>
<tr>
<td>HTM 130 Introduction to Food and Beverage</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BUS 123 Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>HTM 135 Rooms Division Management</td>
<td>3</td>
</tr>
<tr>
<td>HTM 230 Hotel Law</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 101 Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>COM 110 Public Speaking OR COM 115 Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>HTM 220 Hospitality Marketing and Sales</td>
<td>3</td>
</tr>
<tr>
<td>HTM 225 Meeting Planning and Conference Management</td>
<td>3</td>
</tr>
<tr>
<td>SPN 140 Occupational Spanish</td>
<td>3</td>
</tr>
<tr>
<td><strong>PE Physical Education Elective</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTM 205 Principles of Food Production</td>
<td>4</td>
</tr>
<tr>
<td>HTM 210 Hospitality Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>HTM 250 Hotel Internship</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics or Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>*Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>17/18</td>
</tr>
</tbody>
</table>

* Students planning to pursue a bachelor’s degree in Hotel Management should take ECO 210 Principles of Macroeconomics.

**PE 214 Responding to Emergencies is recommended.
INFORMATION TECHNOLOGY (HEGIS 5103.00)

Associate in Applied Science Degree
A.A.S.

With the advent of the Internet and new computer innovations, the field of information technology has experienced a boom of growth and opportunity over the past decade. Through Finger Lakes Community College’s A.A.S. degree program in Information Technology, students in the Finger Lakes region can receive the preparation to meet the needs of this strong and diverse industry.

In the Associate in Applied Science Information Technology program, students will complete a set of core courses that provide a strong foundation in applications and programming as well as an introduction to specialty areas within the field. Based on their individual career goals, students then select two specialty areas, called advisement areas, on which to focus their studies. FLCC’s program includes four, separate advisement areas in:

- applications and database management
- electronic commerce
- networking technology
- Web programming

The program meets many employers’ tuition reimbursement policies and allows students to earn college credits for their studies, while at the same time they will receive the preparation needed for certification exams. While certifications often become outdated, college credits retain their value and provide the student with a strong foundation for professional growth. An additional advantage of FLCC’s program is that it can be completed through part-time, evening studies.

FLCC’s computer resources for student learning are extensive. Information Technology students will learn using software applications such as Adobe Creative Suite 4 and Microsoft SQL Server Database as well as other computer resources at the College. In addition, the College offers a computer certification testing center in Victor, where students can test for certifications in areas such as Microsoft Office User Specialist, Microsoft Certified Systems Expert, CompTia’s A+, Network+, Linux and Cisco. The program incorporates programming in Java and Visual Basic as well as hands-on work with circuits and assembling microcomputers, new areas in database management, and Web programming and e-commerce. In addition to physically assembling a computer and wiring a network, students will also learn network administration of both Wide Area Networks and Local Area Networks. A required internship will strengthen their skills and provide “real world” experience in the field prior to graduation.

FLCC’s A.A.S. Information Technology program is designed to prepare students to enter the job market upon graduation in positions such as PC technician; network technician or administrator; computer support, troubleshooting, installation technician; applications specialist; programmer; Web master; and others. Graduates may also choose to take additional liberal arts courses at FLCC and transfer to four-year colleges and universities such as SUNY technical colleges at Alfred, Delhi, Morrisville, and Canton; Rochester Institute of Technology; and others to pursue bachelor’s degrees in the field. The U.S. Department of Labor reports that employment opportunities in the field are expected to continue to grow through the year 2010.
The goals of the A.A.S. Information Technology degree program are to:

- Train students in technical areas to obtain employment.
- Provide students choices of Advisement Areas dependent on interests.
- Offer a solid background in core courses.
- Require an internship for work experience.
- Develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

**CURRICULUM REQUIREMENTS**

The student is required to complete a minimum of 66 credit hours of study with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The program is designed so students can tailor their studies to meet individual career goals by completing:
- core requirements,
- advisor-approved electives, and
- two of the following advisement areas: applications and database management, computing system support, electronic commerce, networking technology, and Web programming. Students may select any two advisement areas; however, the electronic commerce advisement area must be taken in conjunction with the Web programming area.

The student must successfully complete:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
- OR
- ENG 104 English I Honors
- ENG 105 English II Honors
- COM 110 Public Speaking
- OR
- COM 115 Interpersonal Communication

**Social Science**
- ECO 210 Principles of Macroeconomics
- ECO 211 Principles of Microeconomics

**Mathematics**
- 6 credit hours of mathematic electives
- MAT 121 or higher
Computing Sciences
- CSC 103 Computing Sciences Portal
- CSC 115 Introduction to Programming and Computing
- CSC 190 Data Structures I
- CSC 250 Computing Sciences Internship
- CSC 271 A+ Hardware and O.S. Technologies

Advisement areas
(choose 2; 24 credit hours required)

1) Applications and Database Management
Choose three courses, each from a different group
- CSC 134 Core Word
  OR
  - CSC 137 Expert Word

- CSC 135 Core Excel
  OR
  - CSC 138 Expert Excel

- CSC 136 Power Point
  OR
  - CSC 139 MS Access

- CSC 243 Systems Analysis and Design
- CSC 215 Visual Basic
- CSC 251 Applied Database Concepts

2) Networking Technology
- CSC 260 Data Communications and Networking
- CSC 261 Internetworking
- CSC 248 Command Line Network Administration
- CSC 272 Managing Operating Systems

3) Web Programming
- CSC 215 Visual Basic
- CSC 262 Web site Development and Programming
- CSC 235 Active Server Pages and Server-Side Scripting
- CSC 252 Multimedia Development

4) Electronic Commerce
- BUS 120 Business Organization
- BUS 222 Marketing
- BUS 235 International Business
- BUS/CSC 247 Electronic Commerce

Advisor-Approved Electives
Choose from the following based on advisement area

Electronic commerce advisement area:
- ACC 101 Principles of Financial Accounting

Networking Technology advisement area:
- PLG 110 Computer Law and Policy

All other advisement areas:
Any course from the Art or Computing Sciences (above CSC 103) subject area OR
- PLG 110 Computer Law and Policy

Physical Education Elective
4 credit hours
**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.A.S. Information Technology degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Information Technology degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Information Technology degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisor when they plan their schedules.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>..................3</td>
</tr>
<tr>
<td>COM 110 Public Speaking OR COM 115</td>
<td>..................3</td>
</tr>
<tr>
<td>Interpersonal Communication ...</td>
<td></td>
</tr>
<tr>
<td>CSC 103 Computing Sciences Portal</td>
<td>...............2</td>
</tr>
<tr>
<td>CSC 115 Introduction to Programming</td>
<td>..........3</td>
</tr>
<tr>
<td>and Computing</td>
<td></td>
</tr>
<tr>
<td>MAT 121 Statistics I OR higher level</td>
<td>...........3</td>
</tr>
<tr>
<td>*CSC 134/135/136 Core Word/Core Excel/</td>
<td></td>
</tr>
<tr>
<td>PowerPoint OR BUS 120</td>
<td></td>
</tr>
<tr>
<td>Business Organization OR</td>
<td></td>
</tr>
<tr>
<td>ECO 210 Principles of</td>
<td></td>
</tr>
<tr>
<td>Macroeconomics**</td>
<td>..................3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>...............1</td>
</tr>
</tbody>
</table>

18

* CSC 139 MS Access may be substituted for one of these.

**Dependent on Advisement Area

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>..................3</td>
</tr>
<tr>
<td>CSC 190 Data Structures I</td>
<td>..................3</td>
</tr>
<tr>
<td>Advisement Area Requirement ...</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td></td>
</tr>
<tr>
<td>Advisement Area Requirement</td>
<td>..................3</td>
</tr>
<tr>
<td>Advisement Area Requirement</td>
<td>..................3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>...............1</td>
</tr>
</tbody>
</table>

16/17

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 271 A+ Hardware and Operating Systems Technologies</td>
<td>..........3</td>
</tr>
<tr>
<td>ECO 210 Principles of Macroeconomics OR Advisement Area Requirement</td>
<td>..........3</td>
</tr>
<tr>
<td>MAT 122 Statistics II OR higher level OR Advisement Area Requirement</td>
<td>..........3</td>
</tr>
<tr>
<td>Advisement Area Requirement</td>
<td>..................3</td>
</tr>
<tr>
<td>Advisement Area Requirement</td>
<td>..................3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>...............1</td>
</tr>
</tbody>
</table>

16

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 250 Computing Sciences Internship</td>
<td>..........3</td>
</tr>
<tr>
<td>ECO 211 Principles of Microeconomics</td>
<td>..................3</td>
</tr>
<tr>
<td>Advisor-Approved Elective</td>
<td>..................3</td>
</tr>
<tr>
<td>Advisement Area Requirement</td>
<td>..................3</td>
</tr>
<tr>
<td>MAT 122 Statistics II OR higher level</td>
<td>..........3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>...............1</td>
</tr>
</tbody>
</table>

16

**The Brenda Brockman Beck Scholarship**

The Brenda Brockman Beck Scholarship is awarded annually to a computer science major who meets the specific criteria of the award. For details or information about other scholarship opportunities, contact a member of the Computing Sciences Department or the Financial Aid Office.
INFORMATION SECURITY CERTIFICATE (HEGIS 5199)

This certificate program is a viable option for students who are interested in supplementing the Finger Lakes Community College A.A.S. degree in Information Technology. It is also an option for computer professionals who wish to acquire the knowledge to enter the field of information/networking security. This certificate is not for entry level information technology or computing students. Minimum requirements for entry candidates are an A.A.S. degree in Computer Science/Information Technology/Information Systems or related field. This certificate program is designed to provide students with the opportunity to gain saleable skills after one year of study.

The student must complete a minimum of 32 credit hours with a grade point average of not less than C (2.0).

The following courses must be completed:

Paralegal
- PLG 110 Computer Law and Policy

Computing Sciences
- CSC 260 Data Communications and Networking
- CSC 261 Internetworking
- CSC 247 Electronic Commerce
- CSC 248 Command Line Network Administration
- CSC 270 Principles of Information Security
- CSC 271 A+ Core Hardware and O.S. Technologies
- CSC 272 Managing Operating Systems
- CSC 273 Technical Information Security
- CSC 274 Computer Forensics and Investigations
- CSC 275 Preparing for Security+ Certification

APPLIED COMPUTER APPLICATIONS CERTIFICATE (HEGIS 5103)

The certificate in Applied Computer Applications is designed to provide students with the opportunity to develop marketable skills following one year of study. Graduates will be qualified for employment opportunities in computer operations, computer support, or computer applications.

The student must complete a minimum of 31 credit hours with a grade point average of not less than C (2.0).

The following courses must be completed:

*Mathematics 3 credit hours of mathematics electives
- BUS 123 Business Communications
- ACC 101 Principals of Financial Accounting
- OFT 100 Computer Keyboarding

Business
- CSC 102 Tools for Internet Users
- CSC 103 Computing Sciences Portal
- CSC 115 Introduction to Programming and Computing
- CSC 134 Core Word or CSC 137 Expert Word
- CSC 135 Core Excel or CSC 138 Expert Excel
- CSC 136 Power Point
- CSC 139 MS Access
- CSC 251 Applied Database Concepts

Choose three courses, each from a different group
- CSC 134 Core Word or CSC 137 Expert Word
- CSC 135 Core Excel or CSC 138 Expert Excel
- CSC 136 Power Point
- CSC 139 MS Access
- CSC 251 Applied Database Concepts

3 credit hours of computing sciences electives
- or PLG 110 Computer Law and Policy

General Electives 3 credit hours of general electives

*See pages 91-97.
INSTRUMENTATION AND CONTROL TECHNOLOGIES (HEGIS 5314)
Associate in Applied Science Degree
A.A.S.

Finger Lakes Community College offers a two-year program leading to the Associate in Applied Science in Instrumentation and Control Technologies degree. This program provides graduates with multidisciplinary expertise to address workplace demands of emerging technology based businesses, by providing basic proficiencies for emerging knowledge and skill areas in data acquisition, automation, mechatronics, and control systems.

The tight integration of the courses in mathematics, physics, computational skills, in turn are leveraged in subsequent courses in electronics, design, process improvement, data acquisition and automation technologies; all in a context of active learning methodologies such as project based hands-on problem solving, case studies, and reinforced through job shadowing and required internships. Soft skills such as communication (written, verbal, presentation) and teamwork are integral part of each of the technical courses in the program.

Graduates of the program will be able to demonstrate following Learning Outcomes:

• Communicate technical information professionally in written, verbal, and presentation format with attention to business outcomes. Practice and assess teamwork on a routine basis;
• Use, create, and assess quantitative models of systems based on fundamentals of integrated physics, mathematics and computation classes;
• Use CAD software to create solid models of parts and assemblies, applying ANSI standards for multi-views and dimensioning;
• Select material and processes appropriate for design projects, and access appropriate sources for assessing new materials and processes;
• Use, model, and analyze basic analog and digital circuits;
• Assess technical needs of appropriate sensors and signal conditioning to create and evaluate systems for data acquisition;
• Use and assess business case for automation systems entailing parts or all of programmable logic, automation control, mechatronics, and machine vision;
• Practice and articulate industry standard methodologies such as Lean Six Sigma for process
CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 65 semester hours with a grade point average of not less than C (2.0). All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors

COM 110 Public Speaking

Mathematics

MAT 145 College Algebra
MAT 152 Pre-Calculus

Natural Science

PHY 118 College Physics I
PHY 119 College Physics II

Computing Science

CSC 139 Microsoft Access

Engineering Science

ESC 105 Engineering Graphics
ESC 172 Programming for Engineers
ESC 210 Engineering Design I
ESC 220 Engineering Design II

Technology

TECH 101 Materials & Processes I
TECH 122 Electronic Theory I
TECH 123 Digital Circuits
TECH 231 Automation of Data Acquisition
TECH 232 Automation Control I
TECH 233 Introduction to Process Improvement
TECH 234 Automation Control II
TECH 250 Technology Co-op

Physical Education

4 credit hours
**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.A.S. Instrumentation and Control Technologies may be completed in four semesters. This schedule is an example of one of many possible schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Instrumentation and Control Technologies degree. **Students should consult their advisor when they plan their schedule.**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>COM 110 Public Speaking</td>
<td>3</td>
<td>ESC 210 Engineering Design I</td>
<td>1</td>
</tr>
<tr>
<td>MAT 145 College Algebra</td>
<td>3</td>
<td>PE Physical Education Elective</td>
<td>2</td>
</tr>
<tr>
<td>ESC 105 Engineering Graphics</td>
<td>3</td>
<td>PHY 119 College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>TECH 101 Material and Processes I</td>
<td>3</td>
<td>TECH 231 Automation of Data Acquisition</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td>TECH 232 Automation Control I</td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC 172 Programming for Engineers</td>
<td>3</td>
<td>CSC 139 Microsoft Access</td>
<td>1</td>
</tr>
<tr>
<td>MAT 152 Pre-Calculus</td>
<td>3</td>
<td>ESC 220 Engineering Design II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 118 College Physics I</td>
<td>4</td>
<td>PE Physical Education Elective</td>
<td>2</td>
</tr>
<tr>
<td>TECH 122 Electronic Theory I</td>
<td>3</td>
<td>TECH 233 Introduction to Process Improvement</td>
<td>3</td>
</tr>
<tr>
<td>TECH 123 Digital Circuits</td>
<td>3</td>
<td>TECH 234 Automation Control II</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td>TECH 250 Technology Co-op</td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

| **Total** | **32** | **Total** | **31** |

| **Total** | **17** | **Total** | **17** |
Finger Lakes Community College offers a two-year program leading to the Associate in Applied Science in Marketing degree. Marketing is a curriculum designed to provide students with an opportunity to gain business knowledge through on-the-job practical experience as well as through classroom instruction. Contemporary issues such as business practices and procedures, changing demographics, customer buying behavior, advertising, retailing, store location analysis, and ethics are just some of the topics covered by the program. This degree is designed to develop and enhance written and oral communication skills. For two semesters while attending Finger Lakes Community College, students have the option of enrolling in a business internship where they would typically be employed by a local business. These internships may lead to permanent employment opportunities.

The diversified and expanding field of marketing has a growing need for well-trained enthusiastic personnel. There is increasing emphasis on college education as a qualification for career advancement. Additionally, anyone aspiring to be a small business owner can benefit from this program by developing the knowledge required to compete locally and globally.

This program may meet the requirements for transfer into a variety of business programs at four-year institutions. Students who plan to transfer should contact the Admissions Office of the transfer institution in the beginning of the sophomore year.

The goals of the Associate in Applied Science in Marketing degree program are:

• To assist the student in developing and applying Marketing knowledge and skills.

• To provide the student with an understanding of management and merchandising theory and procedures.

• To accomplish group-oriented tasks where members are collectively responsible for project outcomes.

• To develop an understanding of the benefits of empowerment.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

**CURRICULUM REQUIREMENTS**

The student is required to complete a minimum of 65 credit hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.
The student must successfully complete:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
- OR
- ENG 104 English I Honors
- ENG 105 English II Honors
- COM 110 Public Speaking

**Social Science**
- ECO 100 Survey of Economics or higher level economics
- PSY 100 Introduction to Psychology

**Mathematics**
- MAT 110 Business Math
- 3 credit hours of mathematics electives

**Business**
- ACC 101 Principles of Financial Accounting
- BUS 123 Business Communications
- BUS 142 Professional Selling
- BUS 146 Retail Business Management
- BUS 147 Small Business Management
- BUS 222 Marketing
- BUS 227 Business Law I
- BUS 229 Advertising
- BUS 236 Special Topics in Business
- 6 credit hours of business electives

**Computing Sciences**
- CSC 100 Computing in the Information Age OR CSC elective

**Physical Education Electives**
- 4 credit hours

**General Electives**
- 3 credit hours

**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.A.S. Marketing degree may be met in four semesters. This is only an example of one of many possible schedules. It is included only as an illustration of the type of schedule that might be followed by a full-time student. Many students at Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Marketing degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Marketing degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisor when they plan their schedule.
<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101  Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>BUS 142  Professional Selling</td>
<td>3</td>
</tr>
<tr>
<td>BUS 146  Retail Business Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100  Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110  Business Math</td>
<td>3</td>
</tr>
<tr>
<td>PE       Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102  Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101  Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 147  Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 222  Marketing</td>
<td>3</td>
</tr>
<tr>
<td>COM 110  Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>PE       Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 123  Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>ECO 100  Survey of Economics or higher level economics</td>
<td>3</td>
</tr>
<tr>
<td>CSC   Computing Sciences Elective (CSC 134/135/136 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>MAT   Mathematics Elective (MAT 121)</td>
<td>3</td>
</tr>
<tr>
<td>PE    Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 227  Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS 229  Advertising</td>
<td>3</td>
</tr>
<tr>
<td>BUS 236  Special Topics in Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS   Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>BUS   Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE    Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
Finger Lakes Community College offers a two-year program leading to the Associate in Applied Science in Mechanical Technology: Architectural Design & Drafting degree. This program provides students with a solid background in design and drafting.

This curriculum provides knowledge and technical experience which enables the graduate to advance beyond entry-level drafting tasks to more complex design problems. The instruction emphasizes developing the student’s technical competence, including computer-aided drafting.

Graduates of this program may continue their studies in a related area of specialization at four-year institutions offering a Bachelor of Technology degree. Several New York State colleges presently offer the opportunity to become an Engineering Technologist. Students who plan to transfer should contact the admissions office of the transfer institution at the beginning of the sophomore year.

The goals of the Associate in Applied Science in Mechanical Technology: Architectural Design & Drafting degree program are:

- To provide students with the basic skills necessary for computer-aided and mechanical drafting.

- To provide students with the knowledge and technical experience that will permit them to solve modern design problems in their respective disciplines.

- To develop in students all of the 11 Competencies identified by FLCC as outcomes of a liberal education.

\**CURRICULUM REQUIREMENTS\*

The student is required to complete a minimum of 72 semester hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

All technology students take a common core of courses during the first semester along with an introductory course in their chosen degree program. After the first semester, it is possible for the student to transfer from one technology degree program to another without loss of credit.
The student must successfully complete:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
- OR
- ENG 104 English I Honors
- ENG 105 English II Honors

*Social Science*  
6 credit hours

**Mathematics**  
6 credit hours from the following electives:
- MAT 145 College Algebra
- MAT 152 Pre-Calculus
- MAT 271 Calculus I
- MAT 272 Calculus II

**Physics**
- PHY 118 College Physics I
- PHY 119 College Physics II
- OR
- PHY 151 General Physics I
- PHY 152 General Physics II

**Architectural Design & Drafting**
- TECH 130 Construction Materials
- TECH 242 Construction Management
- TECH 244 Residential Design and Drafting
- TECH 246 Commercial Design and Drafting
- TECH 248 Structural Design
- TECH 249 Building Mechanical Systems
- TECH 260 Construction Estimation

**Technology**
- TECH 105 Engineering Drawing I
- TECH 106 Engineering Drawing II (2D AutoCAD)
- TECH 115 Technology Freshman Seminar
- TECH 122 Electronics Theory I
- TECH 216 Statics and Strength of Materials

**Approved Technology Electives**
3 credit hours from the following:
- TECH 219 3DAutoCAD
- TECH 250 Technology Co-Op

*General Electives*
3 credit hours of general electives

**Physical Education Elective**
4 credit hours

*See pages 91-97.*
**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.A.S. Mechanical Technology: Architectural Design & Drafting degree may be completed in four semesters. This schedule is an example of one of many possible schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and / or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Mechanical Technology: Architectural Design & Drafting degree. **Students should consult their advisor when they plan their schedule.** All technology students at Finger Lakes take the same core courses in their first semester. This enhances students’ understanding of all technologies and provides the opportunity to explore different areas of technology without loss of credit.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Freshman English ....................3</td>
</tr>
<tr>
<td>MAT</td>
<td>Math Elective ..........................3</td>
</tr>
<tr>
<td>TECH 115</td>
<td>Technology Freshman Seminar ........2</td>
</tr>
<tr>
<td>TECH 105</td>
<td>Engineering Drawing I ................3</td>
</tr>
<tr>
<td>TECH 122</td>
<td>Electronics Theory I ..................3</td>
</tr>
<tr>
<td>TECH 130</td>
<td>Construction Materials ...............3</td>
</tr>
<tr>
<td></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT</td>
<td>Math Elective ..................................3</td>
</tr>
<tr>
<td>PHY 118</td>
<td>College Physics I ..........................4</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Introduction to Literature ..............3</td>
</tr>
<tr>
<td>TECH 106</td>
<td>Engineering Drawing II 2D AutoCAD ........3</td>
</tr>
<tr>
<td></td>
<td>Social Science Elective ..................3</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective ............2</td>
</tr>
<tr>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 119</td>
<td>College Physics II ........................4</td>
</tr>
<tr>
<td>TECH 216</td>
<td>Statics and Strength of Materials ......3</td>
</tr>
<tr>
<td>TECH 242</td>
<td>Construction Management .................3</td>
</tr>
<tr>
<td>TECH 244</td>
<td>Residential Design ........................3</td>
</tr>
<tr>
<td>TECH</td>
<td>Tech Elective ..................................3</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective ............2</td>
</tr>
<tr>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Elective ..........................3</td>
<td></td>
</tr>
<tr>
<td>TECH 246</td>
<td>Commercial Design ..........................3</td>
</tr>
<tr>
<td>TECH 248</td>
<td>Structural Design ..........................4</td>
</tr>
<tr>
<td>TECH 260</td>
<td>Construction Estimation ..................3</td>
</tr>
<tr>
<td>TECH 249</td>
<td>Building Mechanical Systems .............3</td>
</tr>
<tr>
<td>General Elective ..................................3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>
MECHANICAL TECHNOLOGY: MECHANICAL DESIGN & DRAFTING (HEGIS 5303)

Associate in Applied Science Degree
A.A.S.

Finger Lakes Community College offers a two-year program leading to the Associate in Applied Science in Mechanical Technology: Mechanical Design & Drafting degree. This program provides students with a solid background in design and drafting.

This curriculum provides knowledge and technical experience which enables the graduate to advance beyond entry-level drafting tasks to more complex design problems. The instruction emphasizes developing the student’s technical competence, including computer-aided drafting.

Graduates of this program may continue their studies in a related area of specialization at four-year institutions offering a Bachelor of Technology degree. Several New York State colleges presently offer the opportunity to become an Engineering Technologist. Students who plan to transfer should contact the admissions office of the transfer institution at the beginning of the sophomore year.

The goals of the Associate in Applied Science in Mechanical Technology: Mechanical Design & Drafting degree program are:

• To provide students with the basic skills necessary for computer-aided and mechanical drafting.

• To provide students with the knowledge and technical experience that will permit them to solve modern design problems in their respective disciplines.

• To develop in students all of the 11 Competencies identified by FLCC as outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 71 semester hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

All technology students take a common core of courses during the first semester along with an introductory course in their chosen degree program. After the first semester, it is possible for the student to transfer from one technology degree program to another without loss of credit.
The student must successfully complete:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
  OR
- ENG 104 English I Honors
- ENG 105 English II Honors

*Social Science*  
6 credit hours

**Mathematics**  
6 credit hours from the following electives:
- MAT 145 College Algebra
- MAT 152 Pre-Calculus
- MAT 271 Calculus I
- MAT 272 Calculus II

**Physics**
- PHY 118 College Physics I
- PHY 119 College Physics II
  OR
- PHY 151 General Physics I
- PHY 152 General Physics II

**Mechanical Design & Drafting**
- TECH 101 Materials and Processes I
- TECH 104 Materials and Processes II
- TECH 205 Engineering Drawing III
- TECH 206 Engineering Drawing IV
- TECH 217 Dynamics and Strength of Materials
- TECH 220 Machine Design I
- TECH 221 Machine Design II

**Technology**
- TECH 115 Technology Freshman Seminar
- TECH 105 Engineering Drawing I
- TECH 106 Engineering Drawing II (2D AutoCAD)
- TECH 122 Electronics Theory I
- TECH 216 Statics and Strength of Materials

**Approved Technology Electives**
6 credit hours from the following:
- TECH 123 Digital Electronics
- TECH 219 3D AutoCAD
- TECH 250 Technology Co-Op

**Physical Education Elective**
4 credit hours

*See pages 91-97.
SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Mechanical Technology: Mechanical Design & Drafting degree may be completed in four semesters. This schedule is an example of one of many possible schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Mechanical Technology: Mechanical Design & Drafting degree. An evening sequence designed for qualified part-time students is available. **Students should consult their advisor when they plan their schedule.** All technology students at Finger Lakes take the same core courses in their first semester. This enhances students’ understanding of all technologies and provides the opportunity to explore different areas of technology without loss of credit.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Freshman English        3</td>
</tr>
<tr>
<td>MAT</td>
<td>Math Elective          3</td>
</tr>
<tr>
<td>TECH 115</td>
<td>Technology Freshman Seminar 2</td>
</tr>
<tr>
<td>TECH 105</td>
<td>Engineering Drawing I  3</td>
</tr>
<tr>
<td>TECH 122</td>
<td>Electronics Theory I  3</td>
</tr>
<tr>
<td>TECH 101</td>
<td>Materials and Processes I 3</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT</td>
<td>Math Elective          3</td>
</tr>
<tr>
<td>PHY 118</td>
<td>College Physics I  4</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Introduction to Literature 3</td>
</tr>
<tr>
<td>TECH 106</td>
<td>Engineering Drawing II 3</td>
</tr>
<tr>
<td>Techn Elective</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 119</td>
<td>College Physics II 4</td>
</tr>
<tr>
<td>TECH 216</td>
<td>Statics and Strength of Materials 3</td>
</tr>
<tr>
<td>TECH 220</td>
<td>Machine Design I 3</td>
</tr>
<tr>
<td>TECH 205</td>
<td>Engineering Drawing III 3</td>
</tr>
<tr>
<td>TECH</td>
<td>Tech Elective 3</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective 2</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science Elective 3</td>
<td></td>
</tr>
<tr>
<td>TECH 217</td>
<td>Dynamics and Strength of Materials 3</td>
</tr>
<tr>
<td>TECH 221</td>
<td>Machine Design II 3</td>
</tr>
<tr>
<td>TECH 206</td>
<td>Engineering Drawing IV 3</td>
</tr>
<tr>
<td>TECH</td>
<td>Tech Elective 3</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective 2</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
NATURAL RESOURCES CONSERVATION (HEGIS 5499)
Associate in Applied Science Degree
A.A.S.

The Natural Resources Conservation degree program integrates diverse field experiences with classroom study. Extensive field experiences in the Finger Lakes region, Adirondack Mountains, the Florida Everglades, Alaska, and various national parks are offered as courses. Other unique features include a conservation field camp emphasizing wildlife, fish and land management, and a College campus of more than 250 acres which includes a system of nature trails, outdoor classrooms, an arboretum, an on-campus fish culture center, and greenhouses. In addition, three large research vessels are available for fishery and limnology field work on the Finger Lakes. Students will have the use of the 40-acre Muller Field Station, located at the southern end of Honeoye Lake and adjacent to more than 1,000 acres of State land. At the field station, students may participate in telemetry research, walleye culture, and river otter studies.

FLCC is one of the most successful colleges in New York State in placing graduates in environmental conservation positions. A few of the many career opportunities include positions such as environmental conservation officers, wildlife and fish technicians, land managers, rangers, nature center educators, and natural resource conservation technicians.

The goals of the Associate in Applied Science in Natural Resources Conservation degree program are:

• To provide students with a broad awareness of environmental issues.

• To provide students with an appreciation of the natural world.

• To prepare students for employment in environmental conservation and related fields.

• To provide students with appropriate advisement and course work necessary for transfer to four year institutions.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as the learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

Students must complete a minimum of 71 credit hours with a grade point average of not less than C (2.0). (The Conservation Field Camp program, CON 190, is designed to provide one week of intense field experiences in conservation recreation. The camp is held in May immediately after the spring semester and should be taken as early as possible.)

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.
The student must successfully complete:

**Humanities**
- ENG 101 Freshman English
- ENG 102 Introduction to Literature
  OR
- ENG 104 English I Honors
- ENG 105 English II Honors

*Social Science*  
6 credit hours of electives

**Natural Science and *Mathematics***
- BIO 121 General Biology I
- BIO 122 General Biology II
- BIO 221/CON 202 Principles of Terrestrial and Aquatic Ecology
- BIO 250/CON 205 Field Botany
  3 credit hours of mathematics electives

**Natural Resources Conservation**
- CON 100 Introduction to Environmental Conservation
- CON 101 Principles of Soils, Waters, Forests
- CON 102 Introduction to Fish and Wildlife
- CON/BIO 103 Environmental Science
- CON 190 Conservation Field Camp
- CON 200 Field Experiences in Conservation I
- CON 201 Field Experiences in Conservation II
- CON 203 Seminar in Environmental Conservation
  12 credit hours of conservation electives

**Physical Education Elective**  
4 credit hours

**Electives**
The remainder of required hours must be made up of approved electives.

*See pages 91-97.

**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.A.S. Natural Resources Conservation degree may be met in four semesters. This schedule is an example of one of many possible schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Natural Resources Conservation degree. Similarly, students who find they need to take some additional course work to better prepare them for courses included in the A.A.S. Natural Resources Conservation degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisor when they plan their schedule.**

CON 190 Conservation Field Camp is held in May immediately after the spring semester and should be taken as early as possible.
<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CON 101 Principles of Soils, Waters, Forests</td>
<td>3</td>
</tr>
<tr>
<td>CON 100 Introduction to Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE 150 Beginning Camping</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIO 122 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CON/BIO 103 Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>CON 102 Introduction to Fish and Wildlife</td>
<td>3</td>
</tr>
<tr>
<td>CON Conservation Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE 250 Wilderness Camping</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 221 / CON 202 Principles of Terrestrial and Aquatic Ecology</td>
<td>3</td>
</tr>
<tr>
<td>MAT Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>(Statistics recommended)</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIO 250 / CON 205 Field Botany</td>
<td>3</td>
</tr>
<tr>
<td>CON *Conservation Elective</td>
<td>3</td>
</tr>
<tr>
<td>CON 200 Field Experiences in Conservation I</td>
<td>2</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 203 Seminar in Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>CON Conservation Elective</td>
<td>3</td>
</tr>
<tr>
<td>CON Conservation Elective</td>
<td>3</td>
</tr>
<tr>
<td>CON 201 Field Experiences in Conservation II</td>
<td>2</td>
</tr>
<tr>
<td>PE 252 Semi-Survival Camping</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

* In the A.A.S. Natural Resources Conservation Degree program, students may take one ENV elective in place of a CON elective.
NATURAL RESOURCE CONSERVATION: LAW ENFORCEMENT (HEGIS 5499)
Associate in Applied Science Degree
A.A.S.

Increased concern with the health of the planet has resulted in the enactment of new laws to regulate solid and hazardous waste and the use of wildlife, plant, land, mineral, and water resources. The Associate in Applied Science in Natural Resource Conservation: Law Enforcement degree prepares students for employment as environmental conservation officers in state and federal agencies. This degree also prepares students for employment as property rangers, environmental inspectors, marine-recreation vehicle officers, park police officers, watershed inspectors, and other related law enforcement positions.

The curriculum integrates environmental conservation courses and criminal justice courses. Students have access to FLCC’s fish culture center, nature trails, radio telemetry equipment, and several vessels equipped for field work on the Finger Lakes. The Conservation Field Camp, a one-week, intense field experience, is required.

The goals of the Associate in Applied Science in Natural Resource Conservation: Law Enforcement degree program are:

- To provide students with an awareness of global environmental issues.
- To foster an appreciation of the natural world.
- To prepare students for employment in environment, conservation, law enforcement, and related fields.
- To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 72 credit hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

| Humanities | ENG 101 Freshman English  
| OR | ENG 102 Introduction to Literature 
| OR | ENG 104 English I Honors 
| OR | ENG 105 English II Honors |
"Social Science  6 credit hours of social science electives

Natural Science  
and  
Mathematics  

Natural Resources  
Conservation  

Criminal Justice  

Physical Education  4 credit hours

Electives  3 credit hours of general electives

*See pages 91-97.

**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.A.S. Natural Resource Conservation: Law Enforcement degree may be met in four semesters. It is an example of one of many possible schedules. It is included only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Natural Resource Conservation: Law Enforcement degree. **All students should consult their advisor when they plan their schedule.**

CON 190 Conservation Field Camp begins immediately after the spring semester and should be taken as early as possible.
<table>
<thead>
<tr>
<th>First semester</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>CON 100 Introduction to Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>CON/CJC 118 Introduction to Natural Resource Law</td>
<td>3</td>
</tr>
<tr>
<td>CJC 105 Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>PE 150 Beginning Camping</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second semester</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>BIO 122 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>CJC 110 Criminal Procedure Law</td>
<td>3</td>
</tr>
<tr>
<td>CON/BIO 103 Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>CON 102 Introduction to Fish and Wildlife</td>
<td>3</td>
</tr>
<tr>
<td>PE 250 Wilderness Camping</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 190 Conservation Field Camp</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third semester</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 221/CON 202 Principles of Terrestrial and Aquatic Ecology</td>
<td>3</td>
</tr>
<tr>
<td>CON/CJC 233 Laws for the Use and Protection of Water and Land Resources</td>
<td>3</td>
</tr>
<tr>
<td>CON Conservation Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>MAT Mathematics Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth semester</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 203 Seminar in Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>CON 200 Field Experiences in Conservation I</td>
<td>2</td>
</tr>
<tr>
<td>CON/CJC 234 Laws for the Management of Air Resources, Solid Waste and Hazardous Substances</td>
<td>3</td>
</tr>
<tr>
<td>CON Conservation Elective</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
NURSING (HEGIS 5208.10)
Associate in Applied Science Degree
A.A.S.

The Associate in Applied Science in Nursing degree program is offered to men and women of all ages and is fully accredited by the National League for Nursing Accrediting Commission*. The program develops basic skills necessary for the associate degree level of registered nursing, while concurrently providing a broad base of personally enriching studies in general education.

The goals of the A.A.S. Nursing degree program are:

- To prepare nurses who apply theoretical knowledge and skills necessary for giving direct nursing care to patients with predictable, commonly occurring health problems in structured settings within a broad diverse geographic area.

- To respond to the needs of the community, times, and society by providing opportunities in nursing for students having diverse cultural and/or educational backgrounds.

- To prepare graduates who are lifelong learners and to provide a liberal arts and nursing foundation for persons planning to pursue a baccalaureate in nursing.

- To develop in students all of the 11 Outcomes identified by Finger Lakes Community College as outcomes of a liberal education.

Among the general hospitals in Ontario, Monroe, Wayne, and Yates Counties utilized for clinical learning experiences in nursing are: F.F. Thompson Hospital, Department of Veterans’ Affairs Medical Center in Canandaigua, Clifton Springs Hospital and Clinic, Geneva General Hospital, Newark Wayne Community Hospital, Soldiers and Sailors Memorial Hospital in Penn Yan, Rochester General Hospital, and Strong Memorial Hospital. Students also affiliate at a wide variety of community-based settings. Students are responsible for their own transportation to affiliating clinical sites. Nursing students should expect additional costs for uniforms and other clinical supplies.

The Associate in Applied Science in Nursing degree program may be completed in two academic years, or students may enroll under a part-time curricular study plan. Except with special permission, nursing courses should be taken sequentially over a consecutive, two-year period. Graduates of the nursing program are eligible to apply for the National Council Licensing Examination for Registered Professional Nursing (NCLEX-RN). Each candidate for graduation must first be approved as having successfully completed program requirements.

Entering students having prior, non-collegiate nursing studies may seek up to 16 credits for advanced placement in nursing by examination or transfer credit. Options include Finger Lakes Community College Challenge Examinations for Fundamentals of Nursing and Care of the Adult and Child I and Excelsior College Examinations (formerly Regents College) in Nursing offered by the State University of New York. A passing score of C or better as determined by Excelsior College is acceptable for transfer credit for Excelsior Challenge Exams. Additionally, students may be required to pass selected skill competency tests administered by the Nursing Department prior to admission. Traditional students are not allowed to challenge any nursing courses.

* FLCC’s program is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE Suite 500, Atlanta, GA 30326. Telephone: 1-404-975-5000.
Nursing courses or challenge exams for advanced placement will be considered if taken within three years prior to matriculation in the Associate in Applied Science in Nursing degree program. The Nursing Department will accept as two general elective credits NYS certification in a health care field (i.e. CNA, EMT). The College reserves the right to consider out-of-state certification.

Students who lack two or more of the required natural science credits by transfer or Excelsior Challenge Exams must fulfill these credits in the mathematics or science areas. Science courses (Anatomy & Physiology and Microbiology) must have been taken within ten years of matriculation in the nursing program.

Transfer-in students and former students desiring to re-enter the Nursing Program must be approved by the faculty of the Nursing Department. The faculty reserves the right to require a demonstration of theoretical knowledge and skill competency through testing before admission.

One year residence is required in this curriculum for transfer students. Former students are required to reactivate through the Admissions Office and be pre-approved to be officially matriculated.

A special accelerated option of limited enrollment is offered to qualified licensed practical nurses. The nursing component of this program may be completed in two semesters and one summer session. Advanced placement is granted after knowledge and skills assessment of NUR 100 content. Students must enroll for a minimum of 32 credit hours, 17 of which must be in Nursing, to attain an A.A.S. Nursing degree at Finger Lakes Community College. Interested persons should contact the Nursing Department directly for further information.

Candidates who wish to undertake the Excelsior College Degree for an Associate in Applied Science in Nursing in New York State may enroll at Finger Lakes Community College for required general education courses. Information about this external degree can be obtained by contacting Excelsior College at www.excelsior.edu or at 888-647-2388.

Students wishing to pursue a baccalaureate degree in nursing (B.S.N.) are advised to make this desire known early to help facilitate transfer to any of several upper division nursing programs in the area. Transfer articulation agreements are in place for Nazareth College, State University College at Brockport, St. John Fisher College, The Sage Colleges, LeMoyne College, SUNY IT and SUNY Upstate Medical University. Joint Admissions Agreements are in place with Roberts Wesleyan College, University of Rochester, and St. John Fisher College.

Students accepted to the Nursing Program must submit a complete physical examination report and proof of immunization as required by the Public Health Law prior to the established deadline. Student nurses are to subscribe to the same laws as health facility employees which state “No person is employed unless he/she is free from a health impairment which is a potential risk to the patients or which might interfere with the employee’s performance of his/her duties, including habituation or addiction to depressants, stimulants, narcotics, alcohol or other substances that may alter behavior.” Other requirements include (1) graduation from an approved high school or a high school equivalency diploma; (2) evidence of physical and emotional health; (3) biology (Regents recommended), (4) mathematics (algebra required), and (5) chemistry. Students lacking biology and/or math will be expected to satisfy these prerequisites prior to consideration for admission to the Nursing Program. Students without chemistry may be admitted provisionally to the Nursing Program; however, they must
successfully complete CHM 102 Introduction to Chemistry or its equivalent prior to starting professional nursing course work. Once admitted to the Nursing Program, students must adhere to Nursing Departmental Policies and Standards.

Readmission to the Nursing Program:

a. Former students wishing to reenter the Nursing program are required to reapply through the Admissions Office to be officially re-matriculated.

b. All former students seeking readmission to Nursing 101, 202, 203, 204, or 215 must do so within three years by contacting the Nursing Department and the FLCC Admissions Office. Notification must be made in writing by October 1st for consideration for the following spring semester and by April 1st for the following fall semester. The letter requesting readmission should include:
   1) a description of the situation surrounding withdrawal or failure
   2) an explanation of the steps which the student has taken to change the situation and a thoughtful, reasoned plan for success
   3) the reasons readmission is justified.
Candidates must be approved by the Department of Nursing. If more than three years lapse before seeking reentry, students must either repeat nursing course work or successfully challenge prior course work.

c. All students readmitted to NUR101 are required to take Nursing Process (NUR105) during JanPlan.

d. Students will not be admitted to the Nursing program more than twice except in extremely unusual circumstances requiring individual consideration by the department of Nursing. However, a former student may be allowed a third admission into the program if the third admission occurs due to a change in status, i.e. generic to LPN.

e. The faculty reserves the right to require the applicant to successfully demonstrate his/her theoretical knowledge and skill competency through selected testing before admission. Students seeking readmission shall be given two attempts to be successful on each selected skill competency.

f. Students who have taken or completed an FLCC nursing course but were unsuccessful (less than a ‘C+’ Nursing 100, less than a ‘C’ other required nursing courses, ‘Q’, or ‘W’) are limited to taking the state ECE for course credit. They are not eligible to take the FLCC challenge for that course.

g. Students leaving the nursing program for any reason must realize that readmission is not guaranteed. There must be substantial evidence that the student’s attitude or circumstances have improved so that academic success is likely. Readmission will depend on 1) the Nursing Department’s evaluation of the likelihood of the applicant’s successful performance; 2) the competition of other applicants; and 3) class space available.

h. A student with a prior nursing failure defined as ‘C- or below’ ['C’ or below for Fundamentals of Nursing], ‘WF’, ‘Q’, ‘W’ (when ‘W’ is due to failure) from another school who fails a nursing course at FLCC is ineligible for readmission.

Expected Qualities for Success: Associate Degree Nursing
The following list of abilities/qualities, with or without reasonable accommodation, are necessary for success in the Nursing Program. Reasonable accommodation is a modification or adjustment that enables an otherwise qualified individual with a disability to have the
opportunity to attain the same level of performance or to enjoy equal benefits and privileges that are available to a similarly situated individual without a disability. A reasonable accommodation is defined on a case-by-case basis and must take into consideration:

- the specific abilities and functional limitations of the individual.
- the specific functional requirements of the Nursing Program.

Reasonable accommodations are directed toward providing an equal educational and/or employment opportunity for the disabled individual while providing for the safety of the individual, patient, and agency staff.

**Physical Functioning:**
- Tolerate sitting, standing, bending, reaching, stooping, and walking for long periods of time.
- Lift, carry, push, pull, or support objects, extremities, or persons: i.e., during ambulation, transferring from bed to chair, turning, moving and lifting patients in bed, supporting arms or legs during treatments or procedures, and lifting children onto chairs, beds, scales, or examining tables. (50 – 100 lbs. occasionally, 25 – 50 lbs. frequently, and 10 – 25 lbs. constantly.)
- Moving efficiently enough to meet the needs of several patients in a timely fashion.
- Demonstrate motor coordination and manual dexterity required to handle and operate equipment, i.e., wheelchairs, beds, IV pumps, blood pressure cuffs, computer keyboard, syringes, open packages, and perform procedures.
- Accurately hear physiological and environmental sounds, i.e., lung sounds, heart rate, blood pressure, bowel sounds, infusion pump alarms, etc.
- Accurately distinguish colors, odors, body language, and body alignment, i.e., skin color, drainage, nonverbal communication, and position of a person.
- Maintain optimal physical well being.

**Cognitive Skills**
- Accurately calculate basic algebraic equations required to determine exact medication dosages, solutions, IV drop rates, and IV flow rates.
- Collect and interpret data for purposes of planning and evaluation of patient care.
- Accurately and efficiently interpret and communicate information in English, both written and spoken. For example:
  - responding to physicians’ orders;
  - reading and recording information;
  - directing assistive staff.
- Organize, prioritize, and plan work in a logical sequence.

**Psycho/Social Skills**
- Cope effectively while working in a stressful environment using patience, tact, and flexibility.
- Communicate therapeutically and effectively with others.
- Respect persons of diverse cultural, religious, and ethnic backgrounds.
- Demonstrate caring, empathy, accountability, honesty, and a neat, clean, professional appearance.
- Maintain an alert level of consciousness and orientation to time, place, and person at all times.
- Maintain optimal mental well being.

**Requirements for Admittance to R.N. Licensure Exam:**
Completion of the Nursing Program does not assure admittance to attempt the licensure
examination. Graduates of this Nursing Program meet the education requirement for admittance to the R.N. licensure exam; however, there is a requirement that the applicant be of “good moral character,” and a fee must be paid for the test. On the application for the test the applicant is required to truthfully answer the following questions:

- Have you ever been convicted of a crime (felony or misdemeanor) in any state or country?
- Are charges pending against you for a crime (felony or misdemeanor) in any state or country?
- Have you ever been found guilty of professional misconduct, unprofessional conduct, or negligence in any state or country?
- Are charges pending against you for professional misconduct, unprofessional conduct, or negligence in any state or country?

If the answer to any of the questions is yes, the applicant must offer full explanation and establish his/her good moral character with the State Education Department.

**CURRICULUM REQUIREMENTS**

The student is required to complete a minimum of 67 semester hours with a grade point average of not less than C (2.0). A cumulative grade point average of C (2.0) or better and a minimum of C in Anatomy and Physiology I & II are required to continue in the nursing program. In addition, satisfactory grade performance in the Nursing program includes a minimum of C+ (2.5) in NUR 100 Fundamentals of Nursing and C (2.0) in each succeeding nursing content course. Unsatisfactory clinical performance in nursing negates academic grade performance. Each candidate for graduation must first be approved as having successfully completed program requirements.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

<table>
<thead>
<tr>
<th><em>Humanities</em></th>
<th>ENG 101 Freshman English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td></td>
<td>ENG 105 English II Honors</td>
</tr>
</tbody>
</table>

3 credit hours humanities elective

<table>
<thead>
<tr>
<th>Social Science</th>
<th>PSY 100 Introduction to Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 200 Developmental Psychology</td>
</tr>
<tr>
<td></td>
<td>SOC 100 Introduction to Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Science</th>
<th>BIO 171 Human Anatomy and Physiology I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BIO 172 Human Anatomy and Physiology II</td>
</tr>
<tr>
<td></td>
<td>BIO 230 Microbiology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing</th>
<th>NUR 100 Fundamentals of Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 101 Nursing Care of the Adult and Child I</td>
</tr>
<tr>
<td></td>
<td>NUR 202 Nursing Care of the Adult and Child II</td>
</tr>
</tbody>
</table>
SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Nursing degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Nursing degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Nursing degree program may plan a schedule that takes more than four semesters to complete the degree. Students registering for a January or Summer Nursing Practicum or Summer Nursing Course must do so by established deadlines. All students should consult their Nursing advisor when they plan their schedule.

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 171 Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>NUR 100 Fundamentals of Nursing</td>
<td>6</td>
</tr>
<tr>
<td>PE Physical Education Elective (activity class)</td>
<td>1</td>
</tr>
</tbody>
</table>

17

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>PSY 200 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 172 Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>NUR 101 Nursing Care of the Adult and Child I</td>
<td>8</td>
</tr>
</tbody>
</table>

18

Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 202 Nursing Care of the Adult and Child II</td>
<td>9</td>
</tr>
<tr>
<td>BIO 230 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 100 Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

16

Fourth Semester*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 203 Maternal-Child Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NUR 204 Psychiatric/Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 215 Nursing Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective**</td>
<td>2/3</td>
</tr>
</tbody>
</table>

16/17

* Qualify to sit for the National Licensing Exam for Registered Nursing after completing the course of study.

** The Nursing Dept. will accept NYS certification in a health field (i.e. CNA, EMT) as two general elective credits.
*RECOMMENDED SEQUENCE FOR PRE-NURSING*

The Pre-Nursing sequence is provided for those students who (1) apply too late in the year for admission to the nursing curriculum, (2) have not met the prerequisites for admission, or (3) prefer to pursue the nursing curriculum on a part-time or reduced course load basis.

Enrollment in the nursing curriculum would be on a space-available basis and conditional upon successful completion of the Pre-Nursing sequence of courses (minimum C in every course and a minimum overall GPA of 2.5) and written notification to Admissions during December or January advising them of the desire to be considered in the following Fall Semester. A two-year, four-semester sequence of professional nursing courses, plus any other requirements in the A.A.S. Nursing degree program that were not taken during the pre-nursing year would follow. If a student has not completed high school chemistry or the equivalent, this requirement must be met successfully prior to enrolling in the Nursing Program.

* See program prerequisites or consult a nursing program advisor.

**ACCELERATED OPTION FOR L.P.N.s (Spring Entry Only)**

Through appropriate testing, L.P.N.s may be granted advanced standing in the Finger Lakes Community College Nursing program. This minimizes repetitive course work for qualified students. Before admission to this sequence, the following prerequisites must be met:

1. **High School**
   - Graduation or equivalency diploma, Math (Algebra required), Chemistry or college equivalent (CHM 102 at FLCC).
2. **General Education**
   - FLCC courses or approved transfer credit:
     - Human Anatomy & Physiology I.................................4 cr.
     - Freshman English ..................................................3 cr.
     - Introduction to Psychology.................................3 cr.
3. **Nursing Component**
   **a.** Current licensure as an L.P.N. (copy of registration must be submitted).
   **b.** Fundamentals of Nursing 6 credits granted by successful completion of FLCC Challenge Exam (C+), Excelsior College (formerly Regents College) Examination (a passing score of C or better as determined by Excelsior College is acceptable) or FLCC Waiver.
   **c.** Two letters of professional reference.
   **d.** Transcript of L.P.N. program.
   **e.** Skill assessment - DSD, Gloving.
   **f.** Math assessment.

*** Must be submitted to the Nursing Department by October 1.
To qualify for the A.A.S. degree under the Accelerated Option for L.P.N.s, the nursing student must have enrolled and satisfactorily completed a minimum of 32 credit hours, 17 of which must be in Nursing, and have met the minimum one-year residency requirement at Finger Lakes Community College. If all degree requirements are met, students qualify for December or March graduation. All Nursing Department and Admission Office policies apply to this option. Program enrollment is limited and competitive.

Recommended sequence:

JanPlan Credit Hours
NUR 105 Nursing Process.........................1

Spring Semester Credit Hours
NUR 101 Nursing Care of the Adult and Child I..............................................8
BIO 172 Human Anatomy and Physiology II..............................................4
PSY 200 Developmental Psychology.............3
ENG 102 Introduction to Literature............. 3

Summer Session I Credit Hours
NUR 204 Psychiatric/Mental Health Nursing..............................................4

Summer Session II Credit Hours
Humanities Elective..............................3
General Elective.................................2/3
Health/Physical Education
Elective (activity class).........................1

Fall Semester Credit Hours
NUR 202 Nursing Care of the Adult and Child II........................................9
NUR 215 Nursing Seminar.......................2
BIO 230 Microbiology.............................4
SOC 100 Introduction to Sociology.............3

Spring Semester Credit Hours
*NUR 203 Maternal-Child Nursing..................5

For more information or to schedule an interview, contact the Nursing Department at (585) 785-1345.

Nursing courses or exams must be taken within three years of matriculation.

*All approved nursing challenge exams must be completed by September 1 of the sophomore year in the Nursing program; otherwise, coursework will have to be taken in the Spring semester after successful completion of NUR 202.
ORNAMENTAL HORTICULTURE—LANDSCAPE DEVELOPMENT (HEGIS 5402)
Associate in Applied Science Degree
A.A.S.

The Associate in Applied Science Ornamental Horticulture—Landscape Development degree program is designed for students who enjoy working with nature to preserve plants and improve the environment. Ornamental Horticulture is designed to enhance our living environment and merges the natural ecology of the land with the preservation and development of ecologically sound landscapes. Involved are culture and production of ornamental plants, development of landscape plans, and preservation of shrubs, trees, turfgrasses, and ornamental foliage plants from pests.

Blending the beauty of nature with sound scientific methods is the approach of the Ornamental Horticulture—Landscape Development degree at Finger Lakes Community College. Students earning this degree learn to protect and develop the environment as an outdoor "livingscape" by determining what composition of plant life will not only survive but benefit the environment.

The A.A.S. Ornamental Horticulture—Landscape Development degree is also environmentally based and prepares students in the areas of turfgrass management, arboretum management, applied plant science research, plant health care, landscape design and sales, tree care, plant propagation, nursery management, floriculture, greenhouse management, integrated pest management, plant preservation, and garden center management. Graduates can start their own business in horticulture or landscaping, work for established firms and agencies, or transfer directly to four-year institutions.

The unique beauty of the Finger Lakes Region is part of the "outdoor classroom" in this degree program. It uses as part of its training the world renown New York State Agricultural Experiment Station and Sonnenberg Gardens.

Though the primary focus of the A.A.S. Ornamental Horticulture—Landscape Development degree program is to prepare students for employment, all courses are open to students who simply have an interest in the environment and general ornamental horticulture landscaping.

The goals of the Associate in Applied Science in Ornamental Horticulture—Landscape Development degree program are:

• To provide students with theoretical and practical background knowledge of the environment, ornamental horticulture, landscape development, site preparation, and landscape preservation.

• To prepare students for employment in the field of ornamental horticulture and landscape development.

• To provide students with sufficient course work to enable them to transfer to four-year institutions in the ornamental horticulture, landscape development, or the plant science fields.

• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.
CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 67 credit hours with a grade point average of not less than C (2.0). All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

*Humanities

ENG 101 Freshman English
ENG 102 Introduction to Literature
OR
ENG 104 English I Honors
ENG 105 English II Honors

*Social Science

6 credit hours of social science electives

Natural Science

BIO 121 General Biology I
BIO 251 Plant Structure and Function
BIO 260 Plant Pathology
BIO 280 Entomology

Ornamental Horticulture

AGR 100 Soil Science
HRT 110 Introduction to Horticulture
HRT/BIO 151 Plant Materials
HRT 200 Integrated Pest Management
HRT 220 Field Experiences in Horticulture
12 credit hours of horticulture electives

Natural Resources

CON/BIO 103 Environmental Science
CON 202/BIO 221 Principles of Terrestrial and Aquatic Ecology

Conservation

Physical Education Elective

4 credit hours

Electives

3 credit hours mathematics
OR BUS 147 Small Business Management

*See pages 91-97.

SAMPLE SCHEDULE

The following schedule shows how the requirements for the A.A.S. Ornamental Horticulture—Landscape Development degree may be met in four semesters. This schedule is an example of one of many possible schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Ornamental Horticulture—Landscape Development degree. Similarly, students who find
they need to take some additional course work to better prepare them for courses included in the A.A.S. Ornamental Horticulture—Landscape Development degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisor when they plan their schedule.**

**RECOMMENDED SEQUENCE FOR CERTIFICATE PROGRAMS**

**ORNAMENTAL HORTICULTURE CERTIFICATE (HEGIS 5402)**

This one-year certificate program is designed for individuals currently employed in the ornamental horticulture-landscaping plant preservation fields who desire further training or who wish to update their skills and knowledge. It also serves as an exploratory program for those individuals who have a general interest in flowers and plants and wish to grow ornamental plants or plan to manage their own landscapes. In addition, it is well suited for individuals in both the public and private sector who are responsible for horticultural decisions.

Students in this program may specialize in plant protection, general ornamental horticulture or landscaping. Students should contact their faculty advisor for courses required in each specialization.

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 100 Soil Science</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>HRT/BIO 151 Plant Materials</td>
<td>3</td>
</tr>
<tr>
<td>HRT 110 Introduction to Horticulture</td>
<td>3</td>
</tr>
<tr>
<td>HRT Horticulture Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 251 Plant Structure and Function</td>
<td>4</td>
</tr>
<tr>
<td>CON/BIO 103 Environmental Science</td>
<td>4</td>
</tr>
<tr>
<td>HRT Horticulture Electives</td>
<td>6</td>
</tr>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

*With approval of advisor.*

---

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGR 100 Soil Science</td>
<td>3</td>
</tr>
<tr>
<td>BIO 121 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>HRT/BIO 151 Plant Materials</td>
<td>3</td>
</tr>
<tr>
<td>HRT 110 Introduction to Horticulture</td>
<td>3</td>
</tr>
<tr>
<td>HRT Horticulture Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 260 Plant Pathology</td>
<td>4</td>
</tr>
<tr>
<td>HRT 200 Integrated Pest Management</td>
<td>3</td>
</tr>
<tr>
<td>HRT Horticulture Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>HRT 220 Field Experiences in Horticulture</td>
<td>2</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
OUTDOOR RECREATION CERTIFICATE (HEGIS 5506.10)

This one-year program is designed to serve individuals seeking employment or who wish to further their skills in the environmental conservation-outdoor recreation fields; individuals with degrees in other disciplines who will benefit from environmental conservation-outdoor recreation training; or individuals who serve in appointed or elected environmental decision-making positions.

Credit Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CON 100 Introduction to Environmental Conservation</td>
<td>3</td>
</tr>
<tr>
<td>CON 101 Principles of Soils, Waters, Forests</td>
<td>3</td>
</tr>
<tr>
<td>CON/ENV Conservation OR Environmental Electives</td>
<td>3</td>
</tr>
<tr>
<td>CON 190 Conservation Recreation Field Camp</td>
<td>3</td>
</tr>
<tr>
<td>*Social Science OR Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Science, Technology, Computer, OR Mathematics Elective</td>
<td>3/4</td>
</tr>
</tbody>
</table>

16

TAXIDERMY CERTIFICATE (HEGIS 5499)

Finger Lakes Community College is the only higher education institution in New York State offering the Taxidermy Certificate Program. Employment opportunities for students who complete this one-year program include full-time taxidermy positions with federal or state agencies, or private enterprise. A limited number of museums also employ full-time taxidermists.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAX 100 Principles of Taxidermy</td>
<td>3</td>
<td>TAX Taxidermy Elective</td>
<td>3</td>
</tr>
<tr>
<td>TAX Taxidermy Elective</td>
<td>3</td>
<td>TAX Taxidermy Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>3</td>
<td>ART 107 Natural Forms</td>
<td>3</td>
</tr>
<tr>
<td>Art Elective</td>
<td>3</td>
<td>CON 102 Introduction to Wildlife and Fish</td>
<td>3</td>
</tr>
<tr>
<td>CON Conservation Elective</td>
<td>4</td>
<td>CON 200 Field Experiences in Conservation</td>
<td>2</td>
</tr>
</tbody>
</table>

16 14

Taxidermy Electives: TAX 101 Small Mammal Taxidermy, TAX 201 Bird Mount Preparation, TAX 202 Fish Mount Preparation, TAX 202 Topics in Advanced Taxidermy


WILDLAND FIRE SUPPRESSION CERTIFICATE (HEGIS 5507)

The Wildland Fire Suppression certificate will provide students with a solid foundation in wildland fire suppression. This certificate will provide the training wildland fire fighters need for the Federal Interagency “Red card” and will meet and exceed the minimum requirements for State and Federal Agencies that hire wildland fire fighters.

This certificate is designed for people who would like to pursue employment with the NYS DEC and federal agencies such as the U.S. Forest Service, the Bureau of Land Management, the National Park Service, and U.S. Fish and Wildlife Services. Additionally, this certificate is designed for individuals with a general interest in wildland fire suppression; volunteer firefighters who would like to expand their knowledge and career opportunities; and currently enrolled students with an interest in supplementing their conservation degrees.

Courses are being offered in the evening and on weekends in order to accommodate the schedules of busy adult students and employed students.

Students will also receive federally-recognized certification through the completion of Wildland Fire Suppression (S130/S190); Portable Pumps and Water Use (S211); Fire Fighter Type I (S131/S134); Wildland Fire Chain Saws (S212); Basic Incident Command System (I100/I200); and Fire Operations in the Wildland/Urban Interface (S215).

Prospective firefighters must first complete the Wildland Fire Suppression course offered as part of this certificate program. This course provides the required training to obtain the S130 and S190 state and federally-recognized certification. Additionally, students must also pass an employer’s physical fitness test consisting of a timed run or “pack” test. FLCC was the first College in New York state to offer this course to the public.

CURRICULUM REQUIREMENTS

| Humanities | COM 110 Public Speaking  
| OR | COM 115 Interpersonal Communication |

| Wildland Fire Suppression | WFS 100 Orienteering  
| WFS 101 Fire Science Agencies and Careers  
| WFS 130/CON255 Wildland Fire Suppression  
| WFS 131 Firefighter Type I  
| WFS 200 Basic Incident Command System  
| WFS 211 Portable Pumps and Water Use  
| WFS 212 Wildland Fire Chain Saws  
| WFS/CON 256 Fire Ecology  
| 2 credit hours of Wildland Fire Suppression electives |

| Conservation | 6 Credit hours of conservation electives |

| Physical Education | PE 214 Responding to Emergencies |

| General Elective | 1 Credit hour general elective |
The Associate in Applied Science in Paralegal degree program is approved by the American Bar Association (ABA) and designed to prepare students for a career as a paralegal. The ABA defines a paralegal as “a person, qualified by education, training or work experience, who is employed or retained by a lawyer, law office, corporation, government agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible.” The curriculum was developed following ABA guidelines and in consultation with area legal practitioners. The curriculum emphasizes the practical skills and knowledge utilized in common legal specialties such as real property law, family law, trust and estates law and litigation. A unique feature of the program is its emphasis on contemporary office skills and office management procedures, as well as legal theory and practices.

Please note that a paralegal is not an attorney / lawyer. A paralegal may not give legal advice or perform other legal services specifically delegated to attorneys / lawyers. A paralegal’s activities are restricted to working under the supervision of an attorney / lawyer.

The objective of the Paralegal program at Finger Lakes Community College is to provide students with a quality paralegal education in order to prepare them to competently assist attorneys upon graduation and to establish a foundation for lifelong career and personal growth, including encouraging further formal education.

The goals of the Associate in Applied Science in Paralegal degree program are:

• To prepare graduates for entry level support positions in the legal field.
• To familiarize students with legal history, court structure at both state and federal levels, civil law, and legal terminology.
• To develop an understanding of the ethical obligations and the legal limitations of the paralegal in public and private sectors.
• To develop critical thinking and organizational skills.
• To help students master effective written and oral communication skills.
• To provide students with the requisite skills and knowledge necessary to successfully perform client interviewing, legal research, document preparation, and related activities.
• To ensure competency in the technology used in the legal environment.
• To familiarize students with software applications used in the legal environment.
• To familiarize students with office administration.
• To provide multiple opportunities for students to strengthen their work ethic and independent thinking.
• To encourage the continuing education of the students.
• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes in liberal education.
CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 68 credit hours with a grade point average of not less than C (2.0). All students must also exhibit a minimum competency of 35 words per minute via a standardized test or successfully complete OFT 100 and OFT 131.

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

<table>
<thead>
<tr>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
</tr>
<tr>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td>ENG 105 English II Honors</td>
</tr>
</tbody>
</table>

**Social Science**

- Minimum 3 credit hours in social science electives

+Mathematics/Science

- Minimum 3 credit hours in mathematics (except MAT 110)
- Minimum 3 credit hours in mathematics or science (BIO 115 recommended)

**Paralegal**

- PLG 100 Introduction to Legal Practice
- PLG 115 Computers in the Law Office
- PLG 125 Legal Research and Writing I
- PLG 210 Real Property Law and Practice
- PLG 225 Legal Research and Writing II
- PLG 230 Family Law
- PLG 235 Administration of Wills, Trusts, and Estates
- PLG 240 Courts and Litigation
- PLG 265 Law Office Practice or PLG 250 Paralegal Internship
- PLG Elective

**Office Technologies**

- OFT 150 Basic Accounting
- OFT 156 Office Communications****
- BUS/OFT 200 Office Management

**Physical Education Elective**

- 4 credit hours

**Electives**

- The remainder of required electives must be made up of approved electives and include a minimum of 6 credit hours of liberal arts electives, 2 credit hours of general electives, and 3 credit hours of professional electives.***

+ See pages 91-97.

* Liberal Arts electives are to be selected from any Humanities, Social Science, Math, or Science courses except MAT 110, PSY 124, PSY 150, SCI 100, and applied or performing arts.

** Recommended Social Science electives are Psychology (PSY 100), Introduction to Sociology (SOC 100), and American Government (POL 100).

*** Professional electives must be chosen from courses with the prefixes PLG, BUS, OFT, or CJC.

**** Prerequisites for OFT courses are waived for Paralegal.
**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.A.S. Paralegal degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Paralegal degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Paralegal degree program may plan a schedule that takes more than four semesters to complete the degree. **All students should consult their advisor when they plan their schedule.**

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>PLG 100 Introduction to Legal Practice</td>
<td>3</td>
</tr>
<tr>
<td>PLG 125 Legal Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>OFT 156 Office Communications</td>
<td></td>
</tr>
<tr>
<td>MAT 121 Statistics (Suggested)</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>PLG 115 Computers in the Law Office</td>
<td>3</td>
</tr>
<tr>
<td>PLG 225 Legal Research and Writing II</td>
<td>3</td>
</tr>
<tr>
<td>OFT 150 Basic Accounting</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLG 210 Real Property Law</td>
<td>3</td>
</tr>
<tr>
<td>PLG 230 Family Law</td>
<td>3</td>
</tr>
<tr>
<td>PLG 250 Paralegal Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 227 Business Law</td>
<td>3</td>
</tr>
<tr>
<td>(Suggested Professional Elective)</td>
<td></td>
</tr>
<tr>
<td>OFT 150 Basic Accounting</td>
<td>3</td>
</tr>
<tr>
<td>COM 110 Public Speaking (Suggested)</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLG 235 Administration of Wills, Trusts and Estates</td>
<td>3</td>
</tr>
<tr>
<td>PLG 240 Courts &amp; Litigation</td>
<td>3</td>
</tr>
<tr>
<td>PLG 245 Tort Law</td>
<td>3</td>
</tr>
<tr>
<td>(Suggested PLG Elective)</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>2</td>
</tr>
<tr>
<td>BUS/OFT 200 Office Management</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Note:** Paralegal Classes are offered on a regularly rotating basis. *The above suggested Paralegal Classes might not necessarily be offered in the semester indicated. The above schedule is strictly a sample schedule for review.*

**Liberal Arts Elective:** any Humanities, Social Science, Math, or Science course except MAT 110, PSY 124, PSY 150, SCI 100, and applied or performing arts.

**Social Science:** classes beginning with prefix ANT, ECO, HIS, POL, PSY, SOC, SSC except PSY 124 and PSY 150.

**Science:** classes beginning with prefix BIO, CHM, NS, PHY, SCI, except BIO 101 and SCI 100.

**Professional Electives:** classes beginning with prefix PLG, OFT, BUS, CJC.

**Keyboarding Competency Requirement:** Students must exhibit a minimum competency of 35 words per minute or successfully complete OFT 100 or OFT 131.
THERAPEUTIC MASSAGE/
INTEGRATED HEALTH CARE (HEGIS 5299)
Associate in Applied Science Degree
A.A.S.

The Associate in Applied Science in Therapeutic Massage/Integrated Health Care develops the knowledge and basic skills necessary for the practice of massage therapy while also providing a broad base of studies in the life sciences and complementary therapies. Graduates are eligible to apply for the NYS licensing exam for massage therapists.

Students entering the program must have graduated from an approved high school or have earned a high school equivalency diploma. This program may be completed in two years, or students may enroll in a part-time curricular plan. Generally, admission is in the fall semester. Except with special permission, the massage therapy courses should be taken in order over a consecutive two-year period. Massage students should expect some additional costs for kinesiology and myology lab supplies.

A limited number of seats may be available for January admission based on space availability. The process for admission will be competitive. Applying students must have a minimum of 13 credits applicable to the program, including Human Anatomy and Physiology I, by the December preceding admission. Total number of credits and GPA will be used as admission criteria. Students accepted into this track must complete the program in three semesters from the time of January admission. This requires enrolling in MAS 110, in addition to the other required massage courses, during the fall semester of the sophomore year. Interested pre-massage students should contact Admissions by December 1st. Decisions will be made in mid-December.

Graduates from the Therapeutic Massage/Integrated Health Care program are eligible to apply for the New York State Licensing Exam for Registered Massage Therapists and for the National Certification Exam for Therapeutic Massage and Bodywork. Once licensed, career opportunities may include working at hospitals and other health centers, resorts, corporations, clinics, and private practice.

Students accepted into the program must submit a complete physical examination report and proof of immunization as required by the Public Health law prior to the established deadline. Massage therapy students, because of affiliations at area health care facilities, must subscribe to the same laws as health facility employees which state, “No person is employed unless he/she is free from a health impairment which is a potential risk to the patients or which might interfere with the employee’s performance of his/her duties, including habituation or addiction to depressants, stimulants, narcotics, alcohol or other substances that may alter behavior.” Once admitted, students must adhere to the program’s policies and standards.

The goals of the A.A.S. Therapeutic Massage/Integrated Health Care Program are:

1. To prepare students with the knowledge necessary to practice as massage therapists/integrated health care workers.
2. To ensure that students have the skills necessary to practice as massage therapists/integrated health care workers.
3. To respond to the needs of the community and society by preparing graduates knowledgeable in a variety of complimentary therapies.
4. To create a climate that encourages and supports the professional development of students including mentoring and community connections that encourage learning beyond the classroom.
Grads seeking licensure in NY must apply for and pay an examination fee. Licensure is based upon successful completion of the massage therapy exam and proof of “good moral character” by answering the following questions:

1. Have you ever been found guilty of or pleaded guilty to a crime (felony or misdemeanor) in any court?

2. Are criminal charges pending against you in court?

3. Have you ever surrendered your license or been found guilty of professional misconduct, unprofessional conduct, incompetence or negligence in any state or country?

4. Are charges pending against you in any jurisdiction for professional misconduct?

5. Has any licensing or disciplinary authority refused to issue a license or renew a license? Have you ever been fined or censured?

6. Are you under any obligation to pay child support?

7. Are you in default of any student loans?

**CURRICULUM REQUIREMENTS**

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors. A grade of C or better is required for all required massage courses; BIO 171 and BIO 172 Human Anatomy and Physiology I and II; and BIO 165 and BIO 265 Kinesiology and Myology I and II.

The student must successfully complete:

**Humanities**

ENG 101 Freshman English  
ENG 102 Introduction to Literature  
OR  
ENG 104 English I Honors  
ENG 105 English II Honors

**Social Science**

PSY 100 Introduction to Psychology

**Mathematics/Science**

BIO 171 Human Anatomy and Physiology I  
BIO 172 Human Anatomy and Physiology II  
BIO 165 Kinesiology and Myology I  
BIO 265 Kinesiology and Myology II

**Massage Therapy**

MAS 110 Swedish Massage  
MAS 205 Medical Massage  
MAS 210 Shiatsu I  
MAS 211 Shiatsu II  
MAS 215 Connective Tissue/Neuromuscular Massage  
MAS 220 Law and Ethics  
MAS 225 Alternative Therapies  
MAS 245 Massage Therapy Research  
MAS 250 Practicum
Physical Education
PE 112 Yoga
PE 165 Oriental Healing Arts
PE 166 Biofield Therapy
PE 214 First Aid - Responding to Emergencies
PE 212 Health

SAMPLE SCHEDULE
This program is designed to prepare students for the New York State massage license examination. The following schedule shows how the requirements for this A.A.S. degree program may be met in four semesters. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. The student is required to complete a minimum of 64 semester hours with a grade point average of not less than C (2.00) with a minimum of 150 hours of general theory and techniques in the fundamentals of western massage therapy and oriental massage therapy, with an additional 325 hours of instruction and student practice in massage therapy techniques for a total of 475 hours. Massage courses should be taken in the sequence shown.

First Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Hours</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>ENG 101 Freshman English</td>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td>BIO 171 Human Anatomy and Physiology 1</td>
<td>BIO 165 Kinesiology and Myology 1</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>BIO 172 Human Anatomy and Physiology 2</td>
</tr>
<tr>
<td>MAS 110 Swedish Massage</td>
<td>MAS 210 Shiatsu I</td>
</tr>
<tr>
<td>PE 212 Health</td>
<td>MAS 245 Massage Therapy Research</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Hours</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>ENG 101 Freshman English</td>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td>BIO 265 Kinesiology and Myology 2</td>
<td>MAS 205 Medical Massage</td>
</tr>
<tr>
<td>MAS 211 Shiatsu II</td>
<td>MAS 220 Law and Ethics</td>
</tr>
<tr>
<td>MAS 215 Connective Tissue/Neuromuscular Massage</td>
<td>MAS 250 Practicum</td>
</tr>
<tr>
<td>MAS 225 Alternative Therapies</td>
<td>PE 112 Yoga</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Recommended Sequence for Pre-Massage
The pre-massage sequence is provided for those students who (1) apply too late in the year for admission to the massage curriculum, (2) have not met the prerequisites for admission, or (3) prefer to pursue the massage curriculum on a part time or reduced course load basis. Enrollment in the massage curriculum would be on a space-available basis and conditional upon successful completion of the pre-massage sequence of courses (minimum of C in every course) and written notification to Admissions during the fall advising them of the desire to be considered in the following fall semester. A two-year, four-semester sequence of professional massage courses, plus any other requirements that were not taken during the pre-massage year would follow. If the student is lacking a high school biology course or received less than a C grade, then Biology of Man I must be taken during the first semester rather than Human Anatomy and Physiology I.

Fall Semester

<table>
<thead>
<tr>
<th>ENG 101 Freshman English</th>
<th>ENG 102 Introduction to Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>PSY 100 Introduction to Psychology</th>
<th>PE 165 Oriental Healing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIO Biology Elective - BIO 110 Fundamentals of Human Anatomy and Physiology OR BIO 171 Human Anatomy and Physiology I</th>
<th>BIO 171 Human Anatomy and Physiology II OR BIO 172 Human Anatomy and Physiology II</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PE 212 Health</th>
<th>PE 166 Biofield Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PE 112 Yoga 1</th>
<th>PE 214 First Aid - RTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>3</td>
</tr>
</tbody>
</table>

12
TOURISM MANAGEMENT (HEGIS 5011.10)
Associate in Applied Science Degree
A.A.S.

The Tourism Management Associate in Applied Science degree is designed with an emphasis on the development of entry level skills for managerial positions in destination marketing organizations, convention services, convention centers, meeting/planning, event management, commercial and public attractions, chambers of commerce, and wineries. Students will develop the skills and aptitudes necessary to succeed in the tourism industry through the application of authentic case studies and group projects.

In the Tourism Management degree program, students are required to complete field-based courses. These courses involve visitation to model destinations throughout New York State, the Northeast, Southeast, and Canada. The program includes a required internship where students can gain paid or unpaid experience in a tourism-related organization. Students will also have the opportunity to enter the Walt Disney World College Program.

The A.A.S. Tourism Management degree will facilitate transfer to four-year colleges with programs in tourism management, travel management, leisure and recreation, marketing, and business administration.

The goals of the Associate in Applied Science in Tourism Management degree program are:
• To prepare students for entry-level managerial positions in the Tourism Management field.
• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS

The student is required to complete a minimum of 65 credit hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. Students who are well prepared may substitute ENG 104 English I Honors and ENG 105 English II Honors for ENG 101 and ENG 102. Students who are considering the English Honors sequence should consult the Director of Honors.

The student must successfully complete:

<table>
<thead>
<tr>
<th>Humanities</th>
<th>ENG 101 Freshman English</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENG 102 Introduction to Literature</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>ENG 104 English I Honors</td>
</tr>
<tr>
<td></td>
<td>ENG 105 English II Honors</td>
</tr>
<tr>
<td></td>
<td>COM 110 Public Speaking OR COM 115</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Social Science</td>
<td>ECO 100 Survey of Economics or higher level economics</td>
</tr>
<tr>
<td></td>
<td>PSY 100 Introduction to Psychology</td>
</tr>
</tbody>
</table>
*Mathematics/Science*  
MAT 121 Statistics I  
Minimum of 3 or 4 credit hours in mathematics or science

**Tourism Management**  
BUS 100 Introduction to Tourism  
BUS 205 Services Marketing  
BUS 215 Tourism Planning and Development  
BUS 225 Destination Marketing  
BUS 232 Event Management  
BUS 255 Tourism Internship  
BUS 260 Tourism Seminar

**Business Administration**  
ACC 101 Principles of Financial Accounting  
BUS 123 Business Communications  
BUS 210 Legal Environment of Business  
BUS 224 Human Resource Management

**Computing Sciences**  
CSC 100 Computing in the Information Age or higher level computer science

**Physical Education Elective**  
4 credit hours

**General Electives**  
3 credit hours

*See pages 91-97.

**SAMPLE SCHEDULE**

The following schedule shows how the requirements for the A.A.S. Tourism Management degree may be met in four semesters. This schedule is an example of one of many possible different schedules. It is included here only as an illustration of the type of schedule that might be followed by a full-time student. Many students attending Finger Lakes Community College who have work and/or family obligations choose a different sequence of courses and take more than four semesters to fulfill the requirements for the A.A.S. Tourism Management degree. Similarly, students who find they need to take some additional course work to prepare them to do well in the types of courses included in the A.A.S. Tourism Management degree program may plan a schedule that takes more than four semesters to complete the degree. All students should consult their advisor when they plan their schedule.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 100 Introduction to Tourism</td>
<td>3</td>
</tr>
<tr>
<td>CSC 100 Computing in the Information Age</td>
<td>3</td>
</tr>
<tr>
<td>OR higher level computer science</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101 Freshman English</td>
<td>3</td>
</tr>
<tr>
<td>ECO 100 Survey of Economics</td>
<td>3</td>
</tr>
<tr>
<td>or higher level economics</td>
<td>3</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 205 Services Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 232 Event Management</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102 Introduction to Literature</td>
<td>3</td>
</tr>
<tr>
<td>ACC 101 Principles of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>PE Physical Education Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 215</td>
<td>Tourism Planning and Development</td>
<td>3</td>
</tr>
<tr>
<td>BUS 260</td>
<td>Tourism Seminar</td>
<td>3</td>
</tr>
<tr>
<td>MAT/SCI</td>
<td>Math OR Science Elective</td>
<td>3/4</td>
</tr>
<tr>
<td>BUS 123</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>COM 110</td>
<td>Public Speaking OR Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 16/17

### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 225</td>
<td>Destination Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUS 255</td>
<td>*Tourism Internship</td>
<td>3</td>
</tr>
<tr>
<td>BUS 210</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 224</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

General Elective

Total: 16

*BUS 255 Tourism Internship may be completed during the Summer or Spring session.*
VITICULTURE AND WINE TECHNOLOGY (HEGIS 5402)
Associate in Applied Science Degree
A.A.S.

The A.A.S. Viticulture and Wine Technology degree program is designed to provide you with the knowledge and training necessary to pursue a career in viticulture, vineyard management, winery operations, tasting room management, and wine sales. Building on the college’s well-known and established Environmental Conservation and Horticulture programs, this degree also includes an emphasis on sustainability, ensuring that the environmental issues so very important in the region will be addressed.

The goals of the Associate in Applied Science in Viticulture and Wine Technology degree program are:

• To provide students with theoretical and practical background knowledge in viticulture and enology.
• To prepare students for employment in the field of vineyard management, winery and tasting room operations.
• To provide students with sufficient coursework to enable them to transfer to four-year institutions in viticulture and enology.
• To develop in students all of the 11 Competencies identified by Finger Lakes Community College as learning outcomes of a liberal education.

CURRICULUM REQUIREMENTS
As a student in this program, you are required to complete a minimum of 67 credit hours with a grade point average of not less than C (2.0).

All associate degree programs require ENG 101 Freshman English and ENG 102 Introduction to Literature. You must pass skills assessment for entrance into these courses. If you are well prepared, you may substitute ENG 104 Freshman English I Honors and ENG 105 Freshman English II Honors for ENG 101 and ENG 102. (If you are considering the English Honors sequence, you should consult the Director of Honors by calling 585.394.FLCC, ext. 1367.) For this degree program, you must successfully complete the following:

Humanities
- ENG 101 Freshman English AND ENG 102 Introduction to Literature
- OR ENG 104 Freshman English I Honors
- AND ENG 105 Freshman English II Honors
- COM 110 Public Speaking
- OR COM 115 Interpersonal Communication
- SPN 140 Occupational Spanish

Science
- BIO 121 General Biology I
- BIO 251 Plant Structure and Function
- CHM 121 General Chemistry I
Social Science 3 credit hours of Social Science Electives

Horticulture
AGR 100 Soil Science
HRT 110 Introduction to Horticulture
HRT 200 Integrated Pest Management

Viticulture
VIT 100 Introduction to Wines and Vines
VIT 105 Basic Viticulture Techniques
VIT 110 Summer Vineyard Technology Practicum
VIT 200 Vineyard Management
VIT 205 Fall Vineyard Technology Practicum
VIT 210 Introduction to Enology

Physical Education
PE 214 First Aid
1 credit hour of Physical Education (PE) Elective

Mathematics/Business
BUS 147 Small Business Management
OR 3 credits Mathematics Elective

SAMPLE SCHEDULE

The following schedule shows how the requirements for this degree may be met in four semesters. This schedule is an example of one of many possible schedules that might be followed by a full-time student. Many students attending FLCC who have work and/or family obligations choose a different sequence of courses and may take more than four semesters to fulfill the requirements for the degree. Similarly, students who find they need to take some preparatory coursework may plan a schedule that takes more than four semesters to complete. You should consult with your advisor when planning your schedule. If you plan to continue your studies at a four-year college or university, you also should check with your transfer institution with regard to specific courses and requirements.

First Semester
ENG 101 Freshman English..........................3
AGR 100 Soil Science ..................................3
BIO 121 General Biology ...............................4
HRT 110 Introduction to Horticulture..............3
VIT 100 Introduction to Wines and Vines......3
PE Physical Education Elective......................1
17

Second Semester
ENG 102 Introduction to Literature ..............3
BIO 251 Plant Structure and Function ..........4
CHM 121 General Chemistry ........................4
COM 110 Public Speaking
OR COM 115 Interpersonal Communication ....3
VIT 105 Basic Viticulture Techniques ..........3
17

Third Semester
VIT 200 Vineyard Management .....................3
VIT 205 Fall Vineyard Technology Practicum ....6
PE 214 First Aid ......................................3
12

Fourth Semester
BUS 147 Small Business Management
OR Mathematics Elective ............................3
HRT 200 Integrated Pest Management ..........3
VIT 210 Introduction to Enology .................3
Social Science Elective ............................3
12

Summer Session
VIT 110 Summer Vineyard Technology Practicum .6
SPN 140 Occupational Spanish....................3
9
HOW TO READ A COURSE DESCRIPTION

1. **Prefix**
   Courses are listed alphabetically by their prefix. Prefixes appear in capital letters and range from two to four letters long. They indicate the course’s subject matter. For example, ACC is the prefix for courses in the accounting subject area.

2. **Course Number**
   A course number is assigned to identify the specific course and whether it is a first- or second-year course. Courses numbered in the 100s are considered first-year. Those numbered in the 200s are second-year courses. For example, ACC 101 is a first-year accounting course, and ACC 201 is a second-year accounting course.

3. **Title**

4. **Lecture, Lab, or Contact Hours**
   The numbers in parentheses signify the number of lecture hours, lab hours, or other contact hours per week if the course is offered for 15 weeks. The first number is the lecture hours per week, followed by the lab hours. Occasionally these are followed by a third number designating additional contact hours of recitation or seminar.

5. **Credit Hours**
   The number of credits you will earn for this course.

6. **Description**

7. **Semester Offered**
   F=Fall, S=Spring, B=Both or either Spring or Fall, JP=JanPlan (January Intersession), SU=Summer

**Example:**

ENG 101 Freshman English (3-0) 3 hrs.

Students will develop critical thinking skills, applying them to the writing of college level essays. Students will also learn research techniques and how to incorporate documented research material into a paper. FLCC placement tests will determine placement into ENG 101 or GST 102. B
The following pages present descriptions of courses offered at Finger Lakes Community College. Students are advised to consult the official list of course offerings issued prior to the start of each semester before making up their schedules.

All courses offered at Finger Lakes Community College are equal to, in content and quality, freshman and sophomore courses offered at most four-year colleges and universities. Courses offered at Finger Lakes Community College are identified under the following system.

**OFFERING TIMES:** F-Fall, S-Spring, B-Both or either Spring and Fall semesters, JP-JanPlan (January Intersession), SU-Summer

### COURSE ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accounting</td>
</tr>
<tr>
<td>AGR</td>
<td>Agronomy</td>
</tr>
<tr>
<td>ANT</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>BIO</td>
<td>Biology</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
</tr>
<tr>
<td>CDC</td>
<td>Chemical Dependency</td>
</tr>
<tr>
<td>CHM</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CIN</td>
<td>Cinema</td>
</tr>
<tr>
<td>CJC</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>COM</td>
<td>Communications</td>
</tr>
<tr>
<td>CON</td>
<td>Conservation</td>
</tr>
<tr>
<td>CSC</td>
<td>Computing Sciences</td>
</tr>
<tr>
<td>DIG</td>
<td>Digital Media</td>
</tr>
<tr>
<td>ECE</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
</tr>
<tr>
<td>EDU</td>
<td>Education</td>
</tr>
<tr>
<td>EMCR</td>
<td>Emergency Medical Services</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
</tr>
<tr>
<td>ENV</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>ESC</td>
<td>Engineering Science</td>
</tr>
<tr>
<td>FRN</td>
<td>French</td>
</tr>
<tr>
<td>FS</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>GIS</td>
<td>Geographic Information Systems</td>
</tr>
<tr>
<td>GST</td>
<td>General Studies</td>
</tr>
<tr>
<td>HON</td>
<td>Honors</td>
</tr>
<tr>
<td>HRT</td>
<td>Horticulture</td>
</tr>
<tr>
<td>HTM</td>
<td>Hotel &amp; Resort Management</td>
</tr>
<tr>
<td>HUM</td>
<td>Humanities</td>
</tr>
<tr>
<td>HUS</td>
<td>Human Services</td>
</tr>
<tr>
<td>MAS</td>
<td>Massage</td>
</tr>
<tr>
<td>MAT</td>
<td>Mathematics</td>
</tr>
<tr>
<td>MUS</td>
<td>Music</td>
</tr>
<tr>
<td>NS</td>
<td>Nutritional Science</td>
</tr>
<tr>
<td>NUR</td>
<td>Nursing</td>
</tr>
<tr>
<td>OFT</td>
<td>Office Technologies</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PHL</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHY</td>
<td>Physics</td>
</tr>
<tr>
<td>PLG</td>
<td>Paralegal</td>
</tr>
<tr>
<td>POL</td>
<td>Political Science</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>SCI</td>
<td>Science</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
<tr>
<td>SSC</td>
<td>Social Science</td>
</tr>
<tr>
<td>SPN</td>
<td>Spanish</td>
</tr>
<tr>
<td>TAX</td>
<td>Taxidermy</td>
</tr>
<tr>
<td>TECH</td>
<td>Technology</td>
</tr>
<tr>
<td>THE</td>
<td>Theatre</td>
</tr>
<tr>
<td>VIT</td>
<td>Viticulture</td>
</tr>
<tr>
<td>WFS</td>
<td>Wildland Fire Suppression</td>
</tr>
</tbody>
</table>

### DUAL-LISTED COURSES

The following courses are offered under two different course prefixes and are called “dual-listed.” Students opt for one of the two prefixes at the time of registration, depending on their curriculum requirements.

**BIO/CON 103** Environmental Science  
**BIO/HRT 151** Plant Materials  
**BIO 281/CHM261** Biotechnology Module 1- Spectrophotometric Techniques  
**BIO 283/CHM 263** Biotechnology Module 3- Electrophoresis  
**BIO 221/CON 202** Principles of Terrestrial and Aquatic Ecology  
**BIO/NUR 223** Pathophysiology  
**BIO 225/CON 211** Ornithology  
**BIO 245/CON 210** Field Natural History  
**BIO 250/CON 205** Field Botany  
**BIO/CON 246** Limnology  
**BUS/COM 122** Television Advertising  
**BUS/COM 203** Public Relations  
**BUS/CSC 212** MS Excel for Business Applications  
**BUS/CSC 247** Electronic Commerce  
**BUS/OFT 200** Office Management  
**BUS/PSY 124** Organizational Behavior  
**CON/CJC 118** Introduction to Natural Resource Law  
**CON/GIS 130** Introduction to Geographic Information Systems  
**CON/CJC 233** Laws for the Use and Protection of Water and Land Resources  
**CON/CJC 234** Laws for the Management of Air Resources, Solid Waste and Hazardous Substances  
**CON/ENV 217** Environmental Planning and Impact Analysis  
**CON/HRT 221** Conservation/Horticulture Topics I  
**CON/HRT 222** Conservation/Horticulture Topics II  
**CON/HRT 223** Conservation/Horticulture Topics III  
**CON/PHL 110** Sustainable Earth: Spiritual and Scientific Consilience  
**CON 255/WFS 130** Wildland Fire Suppression (S-130/S-190)  
**CON/WFS 256** Fire Ecology  
**ENG 213/THE 210** Introduction to Dramatic Literature  
**HIS/HUM 100** Shaping of Western Society I  
**HIS/HUM 101** Shaping of Western Society II  
**HRT/VIT 100** Introduction to Wines and Vines  
**HRT/VIT 105** Basic Viticulture Techniques  
**MAS 225/NUR 220** Alternative Therapies  
**NUR 270/PHL 170** Ethical Considerations in Health Care  
**PE/THE 181** Mime  
**PSY/SCI 215** Biological Psychology  
**SCI 220/CON 220** Glacial Environments of the Finger Lakes
ACCOUNTING

ACC 101 Principles of Financial Accounting (4-0) 4 hrs.
The emphasis of this introductory course is to develop an understanding of accounting information systems for the business entity and for the individual. The basic concepts, procedures, business documents, and financial statements are included as they relate to the accounting cycle. Analysis of business decisions is stressed for the internal and external aspects of the business. B

ACC 102 Principles of Managerial Accounting (4-0) 4 hrs.
This course is an introductory course in managerial accounting. Fundamentals cost accounting concepts, financial statement analysis, profitability analysis, budgeting, and decision making issues will be discussed. Prerequisite: ACC 101. B

ACC 201 Intermediate Accounting I (3-0-1) 4 hrs.
A continuation of ACC 102, stressing a broader application of accounting principles. Theory is emphasized as it relates to valuation and changes in the financial position and operations of the business entity. Problems and cases are studied as they relate to generally accepted accounting principles. Prerequisite: ACC 102 with a grade of C+ or better. F

ACC 202 Intermediate Accounting II (3-0-1) 4 hrs.
A continuation of ACC 201, stressing a broader application of principles in previous accounting courses. Prerequisite: ACC 201. S

ACC 205 Cost Accounting (3-0) 3 hrs.
A systematic study of the fundamental procedures applied in the determination of production costs and inventory balances. Analysis of cost behavior and decision-making for planning and control of the business are also covered. Prerequisites: ACC 101, ACC 102. B

ACC 207 Income Tax Accounting (3-0) 3 hrs.
This course is designed to familiarize accounting students with aspects of income taxation of individuals and provide a foundation upon which they can act in either an advisory or functional capacity. Prerequisite: ACC 102, or permission of the instructor. B

ACC 210 Contemporary Accounting Applications (3-0) 3 hrs.
Provides an in-depth study of current accounting applications in the private sector, with emphasis on the more widely-used applications packages available to the modern accountant. Topics will include computerized accounting packages, accounting information systems, auditing and control, and the accountant’s role in the organization. Prerequisite: ACC 102 or permission of instructor. B

AGR 100 Soil Science (3-0) 3 hrs.
A study of origin of soils, soil formation, taxonomy, physical and chemical properties, bacteria and fungi, organic matter, water and fertility. B

AMERICAN SIGN LANGUAGE

ASL 101 American Sign Language I (3-0) 3 hrs.
The course is the first in a series of courses designed to develop the skills and knowledge needed to communicate in American Sign Language. This course introduces basic sign language vocabulary and finger spelling. In addition, students will be introduced to the Deaf culture and education. Other relevant topics will be addressed. Prerequisite/co-requisite: ENG 101. B

ASL 102 American Sign Language II (3-0) 3 hrs.
The course is the second in a series of courses designed to develop the skills and knowledge needed to communicate in American Sign Language. This course continues to develop Sign language vocabulary and sentence construction as well as finger spelling. In addition, students will continue to refine their knowledge of the Deaf community. Other relevant topics will be addressed. Prerequisite: ASL-101 or permission of instructor. B

ASL 110 Deaf Culture and Community (3-0) 3 hrs.
This course will introduce students to the intercultural and socio-cultural aspects within Deaf culture and the deaf community. The purpose of the course is to increase student’s knowledge and experience of Deaf culture, the deaf community, and the issues relating to the deaf community within the majority hearing culture. Prerequisite: ENG 101. Corequisite: ASL 101 – recommended. F

ASL 111 ASL for Health Care Professionals (3-0) 3 hrs.
This course is designed for the purpose of addressing the communicative needs between health care professionals and the deaf community. Target specific vocabulary, conversational phrases, and context specific situation interactions will be main objectives. Topics on cultural practices and interactions common in the deaf community will be discussed. In addition, the law, Americans with Disabilities Act (ADA) specific to the deaf patient, and the role of interpreters in the health care setting will be addressed. Prerequisite: ENG 101. S

ASL 201 American Sign Language III (3-0) 3 hrs.
The course is the third in a series of American Sign Language courses. ASL III is an intermediate course that emphasizes and expands on grammar, syntax, spatial referencing, classifiers, and vocabulary development. Sentence constructions will be reviewed and communicative competencies in ASL beyond the basic level will be addressed. Fluency and accuracy of fingerspelling will be developed as well as the use of lexicalized signs. Prerequisite: ASL 102 or permission of instructor. F
ASL 202 American Sign Language IV (3-0)  3 hrs.
The course, the fourth in a series of American Sign Language courses, focuses on the grammatical features of ASL and ASL vocabulary. Content of the course will focus on sentence constructions (topics, comment statements, yes/no and wh-word questions, rhetorical questions, negative statements, and conditional sentences), classifiers, inflecting verbs, and role-shifting. Fluency and accuracy of fingerspelling will continue to be developed as well as the use of lexicalized signs and numbering. Prerequisite: ASL 201 or permission of instructor. S

ANTHROPOLOGY

ANT 110 Human Prehistory (3-0)  3 hrs.
An introduction to early human biological and cultural variability emphasizing evolution, cultural adaptation and cultural change within different environments using the subfields of physical anthropology and archaeology. B

ANT 111 Cultural Anthropology (3-0)  3 hrs.
An introduction to ethnology, that is the cross-cultural study of the diverse adaptive patterns humans use to satisfy the requirements of life in specific natural and sociocultural environments. Data will be drawn from contemporary nonindustrial and urban industrial societies to illustrate how and why cultural variations exist in today’s ever-shrinking world. B

ANT 200 Comparative Cultures (3-0)  3 hrs.
A comparative approach to the content and processes of culture as adaptation. This course will examine and describe the ways selected pre-literate and complex societies have used culture to adapt to their environments. Case studies drawn from American, Asian, African, and European societies will be the basis for engaging in cross-cultural studies. B

ART

ART 100 Art History I (3-0)  3 hrs.
A study of the creative process with development of an appreciation and understanding of the history and methods of artistic expression from prehistoric art to the middle ages. May be taken to fulfill either a humanities or social science elective. F

ART 101 Art History II (3-0)  3 hrs.
A continuation of ART 100. Study of European, American and Contemporary art. May be taken to fulfill either a humanities or social science elective. S

ART 102 Foundation Drawing I (4-0)  3 hrs.
The foundation for all studio courses. The fundamentals of freehand drawing techniques are discussed and worked with in depth. The study of natural forms and three-dimensional still-life objects will be developed based on the study of line, perspective, light and shade, form, and proportion. F

ART 103 Foundation Drawing II (4-0)  3 hrs.
A continuation of ART 102. Study of contour drawing including indication of surface texture, form, line, value, and composition. Students work in various media. Prerequisite: ART 102 or permission of instructor. S

ART 104 Design I (4-0)  3 hrs.
A broad foundation in the principles and elements of design are applied to two-dimensional work. Various media and their application are employed. F

ART 105 Design II (4-0)  3 hrs.
A continuation of ART 104. Emphasis is placed on color theory and its application to two-dimensional design. Prerequisite: ART 104 or permission of instructor. S

ART 106 Ceramics I (4-0)  3 hrs.
A study of the basic techniques of ceramic materials, slab building, coil, wheel throwing, firing and glazing, and ceramics as an art form, with emphasis on design and function. B

ART 107 Natural Forms (3-0)  3 hrs.
This non-major course is an introduction to two- and three-dimensional representation of natural forms (i.e. plant and animal), using basic drawing and sculpture techniques. S

ART 115 Computer Imaging (4-0)  3 hrs.
An introduction to techniques of creating computer-generated images for commercial and fine art. Hands-on experience with drawing and design packages for the non-programmer. F

ART 116 Computer Publishing (4-0)  3 hrs.
An introduction to the use of computers in creating publications. Topics include the Publishing Industry, Typographical Design, Grids, Layout and Graphic Techniques. Prerequisite: ART 115 or permission of instructor. S

ART 200 Figure Drawing I (4-0)  3 hrs.
Representation and dynamic drawing of the human figure based on observation of organic relationship, gestures, action, motion, and rhythm. Prerequisite: ART 103 or permission of instructor. F

ART 201 Figure Drawing II (4-0)  3 hrs.
A continuation of ART 200. Drawing form figures to develop proportion, structure, gesture, movement, and composition, in various media. Prerequisite: ART 200 or permission of instructor. S

ART 202 Painting I (4-0)  3 hrs.
Introduction to painting, using still-life and portraiture as the basis for the study of light, color, and form. The basic material is oil; however, acrylic paint and other media will be used. Prerequisites: ART 102, ART 103, or permission of instructor. F

ART 204 Painting II (4-0)  3 hrs.
A continuation of ART 202, with more advanced problems for the experienced students. Prerequisite: ART 202 or permission of instructor. S
ART 205 Modeling and Sculpture I (4-0) 3 hrs.
Working from life, developing three-dimensional understanding of the figure and sculpture techniques. Casting, working with composition, and portraiture. F

ART 206 Modeling and Sculpture II (4-0) 3 hrs.
A continuation of ART 205, with an emphasis on individual student projects. Students will further an understanding of three-dimensional form by working with different processes and media such as: woodworking, welding, carving, and casting in bronze. Prerequisite: Art 205 or permission of instructor. S

ART 207 Photography I (4-0) 3 hrs.
An introduction to black & white photography covering basic techniques of camera operation, artistic picture composition, film processing and printing. Students should have an adjustable 35 mm camera. F

ART 208 Photography II (4-0) 3 hrs.
This course offers advanced photographic instruction for those with basic camera and darkroom experience. It introduces the skills related to the capture, editing and printing of digital images. Emphasis will be on artistic expression and style through the use of digital technology. Film or digital cameras may be used. Prerequisite: ART 207 or permission of instructor. S

ART 209 Printmaking I (4-0) 3 hrs.
An introductory survey of the processes used in the production of multiple, fine art prints. Basic techniques of woodcut, dry-point, and monotypes will be explored. Prerequisite: ART 102 or ART 200 or permission of instructor. F

ART 210 Printmaking II (4-0) 3 hrs.
A continuation of ART 209. Emphasis will be on further development of intaglio techniques including line etching, aquatint, and soft-ground impressions. Prerequisite: ART 209 or permission of instructor. S

ART 212 Ceramics II (4-0) 3 hrs.
A continuation of ART 106. The course will introduce the student to more challenging techniques and processes, expanding the scope and dimension of previously learned material. Prerequisite: ART 106 or permission of instructor. S

ART 213 History of American Art (3-0) 3 hrs.
A study of the history of American painting, sculpture, architecture, decorative arts, and photography from the early colonial period to the present day. S

ART 215 Graphic Design I (2-2) 3 hrs.
The student will have an intensive introduction to the technical and aesthetic aspects of communication relative to graphic design. This will include typography, design application, communication language, comprehensive layout, technical considerations, research, and development of ideas. The subject matter will be presented based on current industry standards. Prerequisite: ART 105 or permission of instructor. F

ART 216 Graphic Design II (2-2) 3 hrs.
The student will be given practical graphic problems to solve using established design principles as well as current pre-press production techniques. The student will be developing an expressive awareness from a graphic viewpoint. He/she will learn the process and skill of presentation, and in so doing, build a personal graphics portfolio for entry into the job market or the next level of education. Prerequisite: ART 215. S

ART 217 Advanced Ceramics (4-0) 3 hrs.
This course will focus on the process of ceramics from the creation of the clay body to the firing of the finished work in a kiln. Emphasis will be on the development of personal style and techniques. Prerequisite: ART 212 or permission of instructor. S

ART 218 Advanced Printmaking (4-0) 3 hrs.
This course will offer advanced printmaking instruction leading to the production of a portfolio of fine art prints. Emphasis will be on the techniques of printmaking such as: engraving, etching, screen printing, relief printing, and letterpress. Prerequisite: ART 215, faculty approval and a minimum GPA of 2.5. Offered only in the fall semester. S

ART 219 Printmaking II (4-0) 3 hrs.
A continuation of ART 218. Emphasis will be on further development of printmaking techniques and processes, expanding the scope and dimension of previously learned material. Prerequisite: ART 218 or permission of instructor. S

ART 220 Graphic Design Internship 3 hrs.
The internship provides a hands-on work experience for the Graphic Design student in a professional work environment. A minimum of 120 work hours will be required. Students will be required to enter into an internship contract, complete an orientation, and submit a portfolio and written report at the conclusion of the work experience. Prerequisites: Completion of ART 215, faculty approval and a minimum GPA of 2.5. Graded on Satisfactory/ Unsatisfactory basis. S/SU

BIOLOGY

BIO 103 Environmental Science (3-2) 4 hrs.
Environmental Science is a course that explores the interactions and relationships between humans and the Earth. The course will follow the basic themes of sustainability and critical analysis of environmental issues. Students will gain an understanding and appreciation of the impact of humans on the environment while studying ecosystems, the human population, renewable resources, energy, pollution and its prevention, and ways to work toward a sustainable future. In the laboratory component of the course students will learn scientific methodology, sampling procedures and methods used to test environmental quality. A portion of the lab will include outdoor experiences. (Also listed as CON 103.) B
BIO 110 Fundamentals of Human Anatomy and Physiology (3-0-1) 3 hrs.
Study of the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduction to common human disease processes. B

BIO 115 Human Biology (3-2) 4 hrs.
A principles course with a laboratory experience designed for non-science majors. This course approaches basic biological principles with a human orientation. Basic chemistry, cell division, genetics, cancer, systems physiology, evolution and human ecology are the major topics. The course will consist of three hours of lecture and two laboratory hours weekly (four credit hours). Prerequisite: None

BIO 118 Contemporary Biology I (3-2) 4 hrs.
An introductory biology course with laboratory designed for non-science majors. Topics covered include: the scientific process, cells, biochemistry, cellular metabolism, genetics, and biotechnology. The emphasis is on application of basic biological principles to contemporary issues and problems. Students will achieve basic scientific literacy with a goal of improved critical thinking, writing, and problem-solving skills. B

BIO 119 Contemporary Biology II (3-2) 4 hrs.
Part II of an introductory laboratory biology course for non-science majors. Topics covered include: evolution, biodiversity, plant and animal anatomy and physiology, ecology, and environmental science. The emphasis is on application of basic biological principles to contemporary issues and problems. Students will achieve basic scientific literacy with a goal of improved critical thinking, writing, and problem-solving skills. Prerequisite: BIO 118 or permission of instructor. B

BIO 121 General Biology I (3-2) 4 hrs.
Basic principles of biology, photosynthesis, and respiration, levels of cellular complexity, genetics and evolution. Prerequisite: High School Biology highly recommended. B

BIO 122 General Biology II (3-2) 4 hrs.
A study of evolution, survey of the kingdoms (monera, fungi, protista, plant, animal) and major phyla of each with emphasis on representative organisms, their anatomy, physiology, and life history. Prerequisite: High School Biology or BIO 121 recommended. B

BIO 151 Plant Materials (3-0) 3 hrs.
This course exposes students to the identification, selection, adaptation, and utilization of common ornamental and native plants in New York State. Landscape value and wildlife usage of plants will be discussed where appropriate. The student will gain identification proficiency in association with knowledge of plant pattern and environmental planning. Field trips to Canandaigua area plant viewing locations are included. (Also listed as HRT 151.) F

BIO 165 Kinesiology and Myology I (3-3) 4 hrs.
This is a lecture and laboratory course designed to acquaint students with a detailed study of the major muscles of the lower torso and extremities of the body and their function. Focus will be placed on the origin, insertion, action, innervation, and range of motion of specific muscles. This course includes the study of the name, shape, and location of bones and tendons, as well as their related joints. Prerequisite: BIO 171 and Co-requisite: BIO 172. S

BIO 171 Human Anatomy & Physiology I (3-2-1) 4 hrs.
Structure and function of the human body dealt with at the following levels of organization: chemical/biochemical, cell/tissue, organ/system. Organ systems include integumentary, skeletal, muscular, digestive, nervous and special senses. Laboratory involves analysis done at both microscopic and macroscopic levels, the latter including disarticulated bones, muscle models, digestive enzyme biochemistry, and selected dissections. This course consists of a three-hour lecture, a two-hour lab, and a one-hour seminar. B

BIO 172 Human Anatomy & Physiology II (3-2-1) 4 hrs.
A continuation of BIO 171 to include the circulatory, respiratory, excretory, reproductive, and endocrine systems, along with genetics and fluid/electrolyte/pH balance. Laboratory will constitute a continuation of BIO 171 lab studies: microscopic and macroscopic levels of analysis, the latter including electronic apparatus, mammalian dissection, and elementary physiological experiments. This course consists of a three-hour lecture, a two-hour lab, and a one-hour seminar. Prerequisites: BIO 171 or BIO 111 or permission of instructor. B

BIO 210 Winter Ecology (0-0-2) 2 hrs.
This is a five day residential course at Muller Field station. The course will be offered during Jan Plan. A combination of lecture and field work will be used to gain a proficiency in the over wintering adaptations of organisms in the northeast, specifically the Finger Lakes region. Adaptations of mammals will be emphasized. Lectures will focus on identification, natural history, behavior, physiology and ecology of mammals. Laboratory will include live-trapping, mark and recapture techniques to assess habitat selection of small mammals residing in the subnivean environment. Evaluation of students is based on 1) class participation, 2) group summary of trapping results, 3) oral critique of a recent scientific article on winter ecology, 4) maintenance of a field journal. Prerequisites: BIO 122. JP

BIO 214 Herpetology (3-2) 4 hrs.
An investigation of amphibians and reptiles including, but not limited to ecology, behavior, life histories, structure & function, environmental impact and evolutionary relationships. Amphibian and reptile identification and sampling methods will be integrated into the course. Herps of New York State will be emphasized. There is a two hour laboratory component, and some field work involved. Prerequisite: BIO 122 or permission of instructor. S
BIO 221 Principles of Terrestrial and Aquatic Ecology (3-0)  3 hrs.
A study of climatic, edaphic, and biotic factors as they relate to species distribution and population dynamics in selected biomes of New York State and the world. Students develop deeper understanding of the ecological principles concerning the interaction between organisms and their environment. (Also listed as CON 202.) Writing Intensive Prerequisites: BIO 121, 122, ENG 101, or permission of instructor. F

BIO 222 Introduction to Cell Biology (3-0-1)  3 hrs.
This course is designed to provide students with an intense study of cell structure and function. A wide range of topics will be covered and will include: biochemistry, membrane structure and function, organelle structure and function, the cell cycle and cancer, necrosis and apoptosis, cell signaling, and the cellular basis of tissue structure. Prerequisite: BIO 121 or permission of instructor. S

BIO 223 Pathophysiology (3-0)  3 hrs.
This course is designed for students who wish to apply their knowledge of physiology to disease states occurring across the lifespan. The course will consist of a review of normal functioning of selected body systems, analysis of pathological function during disease of those systems and standard treatments for these pathological conditions. Prerequisite: BIO 171 and BIO 172 with a grade of B or higher. (Also listed as NUR 223.) B

BIO 225 Ornithology (3-2)  4 hrs.
The study of birds with special emphasis on anatomy, physiology, life histories, and identification of birds common to Western New York. Lecture and laboratory work supplemented by several field trips, including early morning bird observations. Trips to selected local birding areas are required. (Also listed as CON 211.) Prerequisite: BIO 121, 122, or permission of instructor. S

BIO 230 Microbiology (3-3)  4 hrs.
The course is designed to give the student a broad understanding of microbiology covering areas of microbial structure and function, growth, metabolism, genetics, control of microorganisms, principles of immunology, diseases of man and selected aspects of applied microbiology. The laboratory will give the student an appreciation of the problems and methods involved with culturing and identification of microorganisms. Three lecture hours, one two-hour laboratory period, and one one-hour laboratory time to be assigned weekly. Prerequisite: BIO 121-122 or BIO 171-172. F

BIO 235 Microtechniques (1-3)  2 hrs.
The theory and practice of histological and cytological techniques and specimen preparation of plant and animal material. Offered periodically. B

BIO 240 Principles of Genetics (3-0)  3 hrs.
A course designed to introduce the student to the aspects of modern genetics. Topics will include: gene structure and function, Mendelian genetics, gene expression, recombinant DNA technology, and population genetics with attention given to human aspects and applications. Three lecture hours weekly. Prerequisite: BIO 112 or 121 or BIO 171-172. B

BIO 241 Laboratory in Genetics (0-3)  1 hr.
A laboratory offering to compliment BIO 240. This course provides a variety of laboratory experiences, including classical, morphological, and molecular genetics. Corequisite or Prerequisite: BIO 240. B

BIO 245 Field Natural History (3-0)  3 hrs.
This course is a series of extended field trips into a selection of local ecosystems such as gorges, bogs, streams and marshes. Students will analyze these ecosystems both as examples of each ecological situation and as areas managed in different ways by man. Natural History topics such as insects, aquatic life, migratory birds, glacial geology, and human interactions with the environment are studied in appropriate areas. (Also listed as CON 210.) Prerequisite: BIO 121, 122 or permission of instructor. F

BIO 246 Limnology (3-2)  4 hrs.
An introduction to the scientific study of inland waters, Limnology concerns itself with all the factors that affect living populations within those waters. Through lecture and field experiences, the student will become familiar with physical and chemical processes in water, especially those that have a direct effect on biological organisms. Standard methods and highly technical instrumentation will be used on board the College’s educational vessel. A survey of life forms and identification skills will be emphasized as well as aquatic community structure and interactions. (Also listed as CON 246.) F

BIO 250 Field Botany (3-0)  3 hrs.
Field identification, taxonomy, habitat preference, growth characteristics and management of trees, shrubs, and herbaceous plants are the major topics covered in this course. Emphasis is placed on local flora and itsutilization by man and wildlife. Important ornamental trees, New York State rare plants, exotic plants that are management problems, and the ecology of the eastern deciduous forest biome are highlighted. Considerable class time will be spent outdoors on campus and at nearby areas. (Also listed as CON 205) Prerequisite or concurrently: BIO 121. B

BIO 251 Plant Structure and Function (3-3)  4 hrs.
An integrated approach to the study of plant anatomy and physiology, dealing with both the total plant and its constituent parts. Emphasis is on plant growth, development and regulatory mechanisms. The student will follow the growth of a plant from germination to maturity, examining its anatomical and physiological development. Three hours lecture, three hours laboratory. Prerequisite: BIO 121. B

BIO 255 Plant Micropropagation (2-3)  3 hrs.
The asexual in vitro propagation of plants from tissues and cells utilizing sterile technique. Theory and practical application are stressed. Upon approval of the instructor and advisor, this course may be used as a Horticulture elective. Prerequisite: BIO 251 or BIO 122. B

BIO 260 Plant Pathology (3-2)  4 hrs.
Investigation of the nature, cause, diagnoses of plant health problems. The interaction of the environment, the disease causing organism, and the plant will be considered in relation to environmentally sound control. Site development and corrective
horticulture practices in relation to health building will be considered. Students will be trained to identify common plant diseases, including environmentally caused disorders. Field analysis, sampling and diagnostic techniques. Field Trips. **Prerequisite:** BIO 121, BIO 122, and permission of instructor. B

**BIO 265 Kinesiology and Myology II (3-3)** 4 hrs.
This is a lecture and laboratory course designed to acquaint students with a detailed study of the major muscles of the upper torso and extremities of the body and their functions, including a brief review of the muscles of the lower extremity covered in Kinesiology and Myology I. Focus will be placed on the origin, insertion, action, innervation, and range of motion of specific muscles. This course includes the study of the name, shape, and location of bones and tendons, as well as their related joints. **Prerequisite:** BIO 165. F

**BIO 280 Entomology (2-2)** 3 hrs.
Investigation of insects’ ecology, behavior, life histories, structure and function of economically and environmentally important insects. The relationship between these topics and biological chemical control will be discussed. Insect identification and sampling methods. Field Trip. B

**BIO 281 Biotechnology Module 1-
Spectrophotometric Techniques (1-2)** 1 hr.
A laboratory module introducing the student to techniques for quantitative visible and ultra violet spectrophotometry. (Also listed as CHM 261.) B

**BIO 283 Biotechnology Module 3-
Electrophoresis (1 ½ - ½)** 2 hrs.
A laboratory module introducing the student to polyacrylamide and agarose gel electrophoresis. Seven weekly laboratory exercises (3 hours each). (Also listed as CHM 263.) **Prerequisite:** BIO 121 or permission of the instructor. B

**BIO 286 Cell and Tissue Culture Techniques (0.5-1)** 1 hr.
A laboratory module introducing students to the basic techniques used in culturing tissues and cells. An emphasis will be placed on mammalian systems. Topics covered include sterile and aseptic technique, media preparation, cell count and viability cryopreservation, subculturing, and research applications using cell cultures. **Prerequisite:** BIO 222 or permission of instructor. S

**BIO 287 Introduction to Biomanufacturing I (1-1/2)** 1 hr.
Students in the Introduction to Biomanufacturing I course will learn how a biopharmaceutical makes its way from “bench to bottle.” Upstream and downstream manufacturing processes will be introduced through a combination of lecture and laboratory (hands-on) activities. Students will be introduced to regulatory affairs and will follow proper documentation procedures as outlined in the Good Laboratory and Good Manufacturing Practices (Food and Drug Administration). **Prerequisites:** BIO 121, BIO 122. F

**BIO 288 Introduction to Biomanufacturing II (1-1/2)** 1 hr.
Introduction to Biomanufacturing II is a continuation of Introduction to Biomanufacturing I. While part I introduced students to the process of bringing a biopharmaceutical from “bench to bottle,” this course focuses on the many functional areas specific to a biomanufacturing operation. Through a combination of lecture and laboratory (hands-on) activities, students will be introduced to the roles of these functional areas in the manufacturing process. Included in this exploration are the roles of technicians working in Environmental Health and Safety, Quality Control, Quality Assurance, and Validation. In addition, students will be exposed to basic analytical tools used in a manufacturing environment (RCA and FMEA). Students will continue the application of regulatory affairs introduced in part I of the course, and will follow proper documentation procedures as outlined in the Good Laboratory and Good Manufacturing Practices (Food and Drug Administration). **Prerequisites:** BIO 121, BIO 122, & BIO 287. S

**BIO 291 Research Methods in Biology (2-4)** 3 hrs.
Under supervision of biology faculty mentors, students will select a research project, write a literature review and research proposal, conduct preliminary experiments, and write a research report. Research methods and experimental design will be emphasized, including the location and study of articles from professional literature. The undergraduate research projects will help students develop valuable research skills, and it will provide students with an opportunity to apply scientific knowledge in the context of “real world” problems. Participation also will open up opportunities for students to take part in analyzing data and conducting field research. One 2-hour lecture period, and 4 hours of laboratory work per week. Students also must schedule time for consultation with the supervising faculty member. **Prerequisites:** BIO 121, 122, and permission of instructor. S

**BUSINESS**

**BUS 100 Introduction to Tourism (3-0)** 3 hrs.
This course is designed to provide an overview of the tourism industry. The student will be exposed to the various components which comprise tourism. There will be opportunities for the student to observe the tourism industry through field experiences. This course provides the basis for further study in the hospitality programs. Students enrolled in this course, as an elective, will have the opportunity to explore another business-related field as a career option. B

**BUS 120 Business Organization (3-0)** 3 hrs.
Introduction to such business factors as ownership, careers, dynamics of business, organizational structures, production, marketing, finance government regulations, business ethics, and current topics. B

**BUS 122 Television Advertising (3-0)** 3 hrs.
A workshop planning, writing, and producing television commercials. Students will receive experience in writing, production techniques (recording and video taping commercials), and evaluating advertising. (Also listed as COM 122.) B

**BUS 123 Business Communications (3-0)** 3 hrs.
A comprehensive introduction to the theory and practice of basic business communication skills. Emphasis is placed on the process of communication
and on typical forms of business communication such as business reports, business letters, speeches, and resumes. Prerequisite: ENG 101 or permission of instructor. B

BUS 124 Organizational Behavior (3-0) 3 hrs.
Organizational Behavior is an introductory business course that will provide information to the student about individuals, groups, organizational structure and function. Topics to be studied include: Interpersonal Communications, Decision-making, Human Perception, Dynamics of Groups, Human Needs and Motivation, Concept of Organization, Leadership, Morale and the Quality of Work Life with attention to ethical consideration. (Also listed as PSY 124.) B

BUS 126 Introduction to Sports Studies (3-0) 3 hrs.
This course is designed to provide an introduction to sport management and an overview of the role and scope of sport events, sport management, and sport marketing as they contribute to the planning and development of a sport business or tourism destination. The student will study the components of management as applied to sport enterprises, as well as the historical, psychological, and sociological foundations of sport. The student will understand the components of sport management, event logistics, sponsorship, hospitality, use of volunteers, and licensing agreements. The student will be exposed to various sports and sports tourism careers. B

BUS 131 Personal Money Management (3-0) 3 hrs.
This course deals with management of personal finances over the life cycle of the individual consumer. Topics covered include establishment of personal financial objectives, budgeting, use of credit, property, liability and life insurance, major purchases such as housing, transportation and education; taxes, savings, investments, and retirement and estate planning. B

BUS 142 Professional Selling (3-0) 3 hrs.
A study of the fundamentals of professional selling as a prerequisite to the success in retailing and business occupations. Emphasis is placed on acquiring effective communication skills, self-confidence, and basic selling techniques through practical demonstration, on-site observation, and practice in retail setting. The importance of product knowledge, consumer buying motivations, and the role played by the salesperson in the store’s total image are examined. F

BUS 146 Retail Business Management (3-0) 3 hrs.
This course is an introduction to contemporary retailing as a service industry and profitable operation. A study is made of each of the five major organizational functions: merchandising, personnel, finance, operation, and promotion, with emphasis placed on career opportunities in each division. B

BUS 147 Small Business Management (3-0) 3 hrs.
A management approach to the study of contemporary small business practices. Students evaluate alternatives to be considered in forming policies regarding organizational structure, location, financial and legal requirements, merchandising and service standards, personnel considerations, methods of operation, promotional strategy, inventory control and accounting procedures. This course will serve as preparation for the establishment and operation of a small retail business. B

BUS 200 Office Management (3-0) 3 hrs.
This course is a comprehensive overview of the administration of the modern office in the public and private sector. The application of management principles to office operations will be covered. The course provides practical information about human relations, office technology, and management process. Prerequisite: BUS 120 or BUS 124 or permission of instructor. (Also listed as OFT 200.) B

BUS 203 Public Relations (3-0) 3 hrs.
This survey course introduces students to the field of public relations. It will describe the responsibilities and roles of the public relations professional in private and public entities. Topics covered will include the profession of public relations, the process of public relations, the publics involved in public relations and how public relations is practiced. (Also listed as COM 203.) Prerequisite: ENG 101. B

BUS 205 Services Marketing (3-0) 3 hrs.
This course is designed to provide an introduction to the general principles of marketing and an in-depth study of services marketing theory. The concepts students learn will enable them to develop the skills and aptitudes required in our emerging service economy. Students will be exposed to the relationship between services marketing and the consumer experience. There will be opportunities for students to apply services marketing theory utilizing case studies and models in health care, entertainment, business services, tourism, retailing, and financial services. This course provides the basis for further study in marketing management. B

BUS 210 Legal Environment of Business (3-0) 3 hrs.
This course is designed to provide a student with a knowledge of preventive law. The position of business in the legal environment and the interaction business has with legal entities will be examined by the understanding of jurisprudence, legal ethics, administrative law, anatomy of regulation, antitrust law, product liability, and environmental law. B

BUS 212 MS Excel for Business Applications (3-0) 3 hrs.
This course offers students the opportunity to master the advanced functionality of Microsoft Excel, and to apply those skills to genuine business applications such as financial modeling, reporting, and the automation of accounting and financial tasks. Although the basic functions of Excel will be covered, areas of focus include graphs and charts, the use of advanced financial functions and analytical tools, reporting templates, linking of worksheets and workbooks, importing and manipulating data, macros (automation of tasks), auditing tools, and other features especially useful to the financial or accounting professional. Prerequisites: ACC101 and MAT 110 (or higher), or permission of the instructor. (Also listed as CSC 212) S
BUS 215 Tourism Planning and Development (3-0) 3 hrs.
This course is designed to provide the student with a knowledge of the role of management science in the design of a destination. The student will have an understanding of management science and its application to tourism destination planning and development. The planning process will be a major focus of study. The student will be exposed to management issues that relate to urban and rural tourism development. The student will have the opportunity to apply knowledge through case studies of selected destinations. The course will culminate with student teams, developing a case study for a specific New York State destination. F

BUS 220 Principles of Supervision (3-0) 3 hrs.
Practical application of planning, organizing meetings and committees, communicating with subordinates and supervisors, employee orientation training and appraisal, the supervisor and labor relations, problem solving, decision making, and management of time. B

BUS 221 Principles of Management (3-0) 3 hrs.
The basic purpose of this course is to provide an understanding and appreciation of the part management plays in the successful operation of a business. The evolution of management practices is explored along with present applications in order to maintain effective coordination and control. Prerequisite: BUS 120 or permission of instructor. B

BUS 222 Marketing (3-0) 3 hrs.
A comprehensive introduction to procedures and practices involved in marketing, such as: product research, development and packaging; pricing; sales, advertising and sales promotion; distribution and transportation; wholesalers and retailers; marketing research. This is an excellent course for all business-related majors as focus is placed upon marketing cooperation with all other business functions and disciplines. B

BUS 224 Human Resource Management (3-0) 3 hrs.
A detailed study of personnel practices as they relate to the behavioral science concept of the management of human resources. Topics considered are recruitment, selection and training, motivation, job analysis, salary and wages, and performance appraisal. B

BUS 225 Destination Marketing (3-0) 3 hrs.
This course is designed to provide an in-depth study of the variety of organizations and strategies utilized to market a destination. The student will study marketing management as it relates to a destination. The student will be exposed to the structures of destination marketing organizations, funding sources, and operations. There will be opportunities for the student to apply marketing management theory, utilizing authentic destination marketing organizational models. This course provides an understanding of the various careers in destination marketing organizations. S

BUS 227 Business Law I (3-0) 3 hrs.
A study of legal principles applied to business transactions. Topics covered include: court systems, constitutional authority, torts, contracts, criminal law and business, and commercial paper. B

BUS 228 Business Law II (3-0) 3 hrs.
A continuation of BUS 227—the study of legal principles applied to business transactions. Topics covered include: partnerships, corporations, agency, franchises, bankruptcy, real property, personal property, sales, and secured transactions. B

BUS 229 Advertising (3-0) 3 hrs.
Examines advertising as an important component in managerial marketing. Emphasis is placed on objectives, media study, strategic planning, budget considerations, control, and the measurement of advertising effectiveness. The role of advertising agencies and departments are examined. B

BUS 231 Sports Marketing (3-0) 3 hrs.
This course is designed to provide an in-depth study of the general principles of sports marketing. Students will study services marketing theory. The student will be exposed to the relationship between sports marketing, the success of sporting events, and the economic development for a destination. The student will study the effects sports marketing has upon the creation and development of sports facilities and venues. The student will study the role and impact of sports marketing intermediaries. The course emphasis will be focused upon public relations, sponsorship development, media relations, and various promotional techniques as they apply to professional, amateur, and youth sporting events. There will be opportunities for the student to apply sports marketing theory utilizing case studies. Prerequisites: BUS 126 or permission of instructor. F

BUS 232 Event Management (3-0) 3 hrs.
This course is designed to provide an introduction to the principles of event management. A conceptual framework will be developed through definitions, models, and the utilization of case studies. The student will learn how to formulate event tourism strategies for destinations. The planning, development, management, and implementation of festivals and/or entertainment events will be the focus of study. Specific topics will include event studies, bid preparation, public and corporate sponsorship, negotiations, and volunteer staff management. Students will have the opportunity to volunteer and participate in a variety of authentic events and festivals. B

BUS 235 International Business (3-0) 3 hrs.
This course is designed to provide an introduction to international business and the global economic environment in which it is conducted. The process of economic globalization, international law, global finance and currencies, and the impact of information technology on international business operations will be covered. The impact of global business competition on the workplace will be discussed. Special focus will be applied to understanding the business risks that arise when firms engage in international trade, and on how global business enterprises manage those risks. Prerequisites: BUS 120, ECO 210 or ECO 100, or permission of the instructor. S

BUS 236 Special Topics in Business (3-0) 3 hrs.
This course is designed to select and analyze current topics associated with the field of Marketing. Topics may include Marketing Research, Customer Service, Consumer Behavior, Careers in Marketing, Customer Relationship Management, Visual Merchandising,
Marketing Communications and Current events. The content of this course will vary from semester to semester.

BUS 240 Dynamics of Leadership (3-0) 3 hrs.
This course is a management course wrapped in a voyage of self-discovery. Through the critical study of proven leadership theories and their practical applications, students will develop leadership styles, focus their values and beliefs, develop communication and interpersonal skills, strengthen decision-making and problem-solving abilities, and awaken the leader within. Students will be encouraged to embrace and develop a leadership style best suited to their individual personality, attributes, and temperament.

BUS 247 Electronic Commerce (3-0) 3 hrs.
This course provides the learner with an overview of the basic principles of electronic commerce and the related concepts, which are reflected in the current environment of the global economy. Students will develop a deeper understanding of the critical attributes of a successful participant in today's ever-changing electronic markets. Current issues related to electronic commerce will be explored, including the evolving Internet; security; digital money; and ethical, legal, and environmental considerations. During this course, the student will utilize fundamental concepts learned in economics and marketing classes, integrated with computer skills to create an online business. (Also listed as CSC 247)

BUS 250 Business Internship Program 3 hrs.
The internship program enables Finger Lakes Community College students to supplement their academic studies and increase their career awareness through field experience. Students can acquire first-hand experience in the work environment related to their academic and/or career interests. The students' activities during the internship will include both participation and observation so that they can gain skills relevant to their interests as well as an understanding of the overall organization and operation of the internship sites. A student who makes a thoughtful, serious commitment to the opportunities for learning in an internship also can increase the ability to make well-informed decisions about careers and/or graduate study. Based upon faculty recommendation, this course may be taken twice for credit. Prerequisite: Completion of 30 credit hours toward a degree with a minimum grade point average of 2.0 or permission of instructor.

BUS 255 Tourism Internship 3 hrs.
This is an experiential learning course of study. Students will be required to complete a minimum of 150 hours of field experience. This experience may consist of internship also can increase the serious commitment to the opportunities for learning in an internship also can increase the ability to make well-informed decisions about careers and/or graduate study. Based upon faculty recommendation, this course may be taken twice for credit. Prerequisite: Completion of 30 credit hours toward a degree with a minimum grade point average of 2.0 or permission of instructor.

BUS 260 Tourism Seminar (3-3) 3 hrs.
The Tourism Seminar is a capstone course designed to provide tourism students with an opportunity to integrate theory and principles learned in other required courses. This knowledge will be applied to an "authentic" tourism project or destination in New York State. Students will have the opportunity to attend annual industry conferences such as the Travel Industry of America Marketing Outlook Forum, and the students will work as a team with an assigned mentor from the field to research, evaluate, synthesize information, and create an appropriate document. This document will be submitted to the professional mentors for input and evaluation. The document will include research findings and recommendations.

CHEMICAL DEPENDENCY COUNSELING

CDC 102 Concepts of Chemical Dependency I (3-0) 3 hrs.
This course addresses the scope and cost of chemical use, abuse and dependency. It covers definitions, terms, modal, and theories. It also covers the nature and effect of chemicals of abuse on the body and brain as well as the impact on society.

CDC 103 Concepts of Chemical Dependency II (3-0) 3 hrs.
This course addresses concepts and issues that move beyond the chemicals themselves. This includes the impact of chemical use on families and workplaces, use by adolescents, and the impact of gender, race and culture both on the use of chemicals and on treatment. The course will also cover the process of evaluation, intervention, Fetal Alcohol Spectrum Disorder, recovery, relapse and the self help movement. Pre-requisite: CDC 102.

CDC 115 Issues in Ethics for Chemical Dependency Counselors (3-0) 3 hrs.
This course addresses ethics for chemical dependency counselors by presenting an overview of ethical thought and the basics of ethical decision making. The major focus will be professional ethics as they relate to chemical dependency counseling, including the ethical canons of OASAS and other counseling organizations. The course will include the examination of the student's personal values and belief system as it relates to becoming an ethical and competent chemical dependency counselor. Prerequisite: CDC 102 or permission of instructor.

CDC 200 Addiction Counseling (3-0) 3 hrs.
This course is designed to introduce the student to the uniqueness of counseling addicts and/or alcoholics. It presupposes an introductory knowledge of counseling in general, and a reasonable working knowledge of alcoholism, drug abuse, and addiction.
The course surveys the essential body of knowledge needed to begin addiction counseling. Ten hours of role playing or actual counseling sessions are included. Prerequisites: CDC 100, CDC 110, PSY 150. B

CDC 210 Field Experience I 4 hrs.
One hundred and fifty hours of field experience will be spent in a rehabilitation or treatment facility for alcoholics or addicts. The student will enter the facility under terms laid down by said facility. The facility will provide direct supervision and the field coordinator indirect supervision for the student. Prerequisites: CDC 102, CDC 103. Corequisite: PSY 150. B

CDC 211 Field Experience II 4 hrs.
One hundred and fifty hours of field experience will be spent in a rehabilitation or treatment facility for alcoholics or addicts. The student will enter the facility under terms laid down by said facility. The facility will provide direct supervision and the field coordinator indirect supervision for the student. CDC 211 is an extension of CDC 210 Field Experience I and will place the student in a different facility or program or branch of the same facility or program with new or added responsibilities. Prerequisites: CDC 102, CDC 103, PSY 150. B

CHEMISTRY

CHM 102 Introduction to Chemistry (3-2) 4 hrs.
An introductory course in chemistry for students who have not had high school chemistry. Designed for non-science majors as well as those who plan to take General Chemistry. Emphasizes the metric system, states of matter, elementary atomic and molecular structure, introduction to inorganic and organic chemistry, the Periodic Table, basic laboratory procedures, and descriptive chemistry as it relates to everyday experiences. Provides prerequisite for CHM 121. Fulfills laboratory science degree requirements for non-science degrees. Prerequisite: High school algebra or GST 142. B

CHM 121 General Chemistry I (3-3) 4 hrs.
The history of chemistry, chemical equations, periodic law, atomic theory, and bonding are studied. The states of matter are introduced, gas laws and thermodynamic principles are considered in detail. Problem solving is emphasized. Laboratories reinforce concepts learned in the classroom. High school chemistry or SCI 102 and mathematics at the level of quadratics and logarithms are assumed. B

CHM 122 General Chemistry II (3-3) 4 hrs.
Liquid phenomena, solid state kinetics, equilibria, and electrochemistry are studied. Problem solving is emphasized. Laboratory reinforces concepts learned in lecture. Prerequisite: CHM 121 with a grade of C or better. B

CHM 211 Organic Chemistry (3-3-1) 5 hrs.
Bonding models, stereochemistry, and spectroscopy of organic compounds are introduced. Reactivity of alkanes, alkenes, alkyl halides, alcohols, and ethers are approached mechanistically. Laboratories stress synthesis, separation, and analysis. Four lecture hours, three laboratory hours weekly. Prerequisite: CHM 122 with a grade of C or better. F

CHM 212 Organic Chemistry II (3-3-1) 5 hrs.
A continuation of CHM 211. Includes structure and reactivity of aromatics aldehydes, ketones, carboxylic acids, and their derivatives. Mechanism is stressed. Four lecture hours, four laboratory hours weekly. Prerequisite: CHM 211 with a grade of C or better. S

CHM 261 Spectrophotometric Techniques (1-2) 1 hr.
A laboratory module introducing the student to qualitative and quantitative visible and ultraviolet spectrophotometry. (Also listed as BIO 281.) B

CHM 263 Biotechnology Electrophoresis (1-2) 1 hr.
A laboratory module introducing the student to cellulose acetate and slab-gel electrophoresis. Prerequisite: BIO 121. (Also listed as BIO 283.) B

CINEMA

CIN 110 Cinema of Spain (3-0) 3 hrs.
An integrated course including highlights of Iberian history, culture, film, and art across Spain. Also included are a variety of activities to stimulate reflection, conversation and writing skills. Taught in ENGLISH. Prerequisite: None. Previous study of the Spanish language preferred, but not required. F

CIN 115 Latin American Cinema (3-0) 3 hrs.
An integrated course including highlights of Hispanic history, culture, film, and art across Latin America. Also included are a variety of activities to stimulate reflection, conversation and writing skills. Taught in ENGLISH. Prerequisite: None. Previous study of the Spanish language preferred, but not required. S

CIN 260 Cinema as an Art Form: Silent Era (3-0) 3 hrs.
The motion picture as an integral art form will be studied from historic and aesthetic perspectives. Emphasis will be placed on the silent era and its technological development, genres, directors, stars, and themes. Prerequisite: ENG 101. B

CIN 261 Cinema as an Art Form: Sound Era (3-0) 3 hrs.
The motion picture as an integral art form will be studied from historic and aesthetic perspectives. Emphasis will be placed on the sound era and its technological developments, genres, directors, stars, and themes. Prerequisite: ENG 101. B

CIN 263 Minority Groups in Film (3-0) 3 hrs.
Minority Groups in Film focuses on fostering awareness of cultures deemed 'other,' according to ethnicity or sexuality, by the mainstream society of the United States. Utilization of films, from, by, and/or about these ethnic groups, as well as documentaries, will provide an artistic and historical representation of these cultures. This course also analyzes films as they relate to social issues dealing with minorities. B

CIN 264 Global Cinema (3-0) 3 hrs.
This course focuses on fostering global awareness of non-Western cultures by utilizing films, usually from the countries of origin, to provide an artistic representation through film into these cultures. Cinematic offerings will concentrate on Asia, Latin America, Africa, and the Middle East. In addition, films from Eastern Europe as well as films by Native Americans may be included. Prerequisite: ENG 101. B
COM 110 Public Speaking (3-0)    3 hrs.
A study in communication with emphasis on the organization, presentation, and delivery of speeches for various occasions. B

COM 111 Vocal Communication (3-0) 3 hrs.
A one semester course in the improvement of the speaking voice through vocal techniques and the interpretation of literature. S

COM 115 Interpersonal Communication (3-0) 3 hrs.
The course focuses on the development of the interpersonal communication skills necessary for building and maintaining positive relationships in both a personal and professional environment. Topics of study will include verbal and nonverbal communication in career and personal relationships, perception of self and others, listening, managing conflict, response skills, cultural and gender considerations, characteristics of leadership and effective work groups, and job interviewing. Students will study various theories and practice skill development. B

COM 122 Television Advertising (3-0) 3 hrs.
A workshop in planning, writing, and producing television commercials. Students will receive experience in writing, production techniques (recording and videotaping commercials), and evaluating advertising. (Also listed as BUS 122.) S

COM 123 Video Production I (4-0) 4 hrs.
This course introduces students to the basic techniques of video production. Students will be given hands-on experience in camera operation, lighting, sound, computer graphics, switching, directing, and video tape editing. Experience with the local Public Access Television Channel (FLTV) is included. B

COM 124 Video Production II (4-0) 4 hrs.
This course provides advanced work in video production techniques. Students work in groups to develop and produce newscasts that are televised on the local, public access television channel FLTV. Emphasis is placed on script writing, news writing, videography, and editing. Experience with FLTV is included. Prerequisite: COM 123 or equivalent experience. S

COM 202 Introduction to Mass Communication (3-0) 3 hrs.
This course is designed to orient students to the field of Mass Communication and its impact and influence on their lives. Included is an overview of the field and discussion of the mass media industries (newspapers, magazines, radio, television, movies, music, and the Internet). Regulations, responsibilities, and emerging technologies are discussed and evaluated. B

COM 203 Public Relations (3-0) 3 hrs.
This survey course introduces students to the field of public relations. It will describe the responsibilities and roles of the public relations professional in private and public companies. Topics covered will include the profession of public relations, the process of public relations, the publics involved in public relations, and how public relations is practiced. (Also listed as BUS 203.) Prerequisite: ENG 101. B

COM 210 Communications Practicum (2-0) 2 hrs.
Work experiences are arranged on campus and with appropriate agencies to provide students with practical experience in advertising, public relations, and all aspects of television production. Prerequisites: Permission of instructor and a minimum of 2.0 grade point average. SU

COM 215 Script Writing (3-0) 3 hrs.
This course is designed to introduce students to the fundamentals of developing and writing scripts for film, television, and the live event. The course emphasizes theme, story, plot, dialogue, character arc, dramatic structure, script format, and the process of developing and writing a script. Prerequisite: ENG 102 or permission of instructor. B

COM 220 Digital Video Editing (3-0) 3 hrs.
This course is designed to enhance students’ video editing skills through hands-on use of a nonlinear editing system. Students will learn the fundamental and advanced capabilities of this sophisticated digital system, which is widely used in professional video production. Prerequisite: COM 123 or permission of instructor. Basic computer skills. B

COMPUTING SCIENCES
(Courses do not fulfill mathematics, science, or liberal arts requirements.)

CSC 100 Computing in the Information Age (3-0) 3 hrs.
A study of the development and usage of computers for the non-computing sciences majors. This course will prepare and instruct the student to use computers in attaining solutions to issues they face in the information society of today. The component parts of a computer information system will be studied: hardware, software, networking, and systems. Student hands-on activities will support the underlying concepts and theories taught. Special emphasis will be placed on using applications software, a variety of hardware, and networks to solve problems. (Will not carry CSC credit for A.A.S. Information Technology, A.S. Information Systems, or A.S. Computer Science degrees). B

CSC 102 Tools for Internet Users (3-0) 3 hrs.
This is a results-oriented course designed to teach students the use of the basic tools of the Internet for research, knowledge, and enjoyment. An overview of the Internet and WWW will be covered. Included in this overview will be a discussion of what it is, reasons for its tremendous growth, and connection options. A security overview and ethics will also be discussed. Other course topics for discussion and hands-on activity will include e-mail options, web browsers, newsgroups, listservs, chat, ftp, search engines, finding people, finding a job, government and financial resources, and some elementary Web page creation. (Will not carry credit for A.A.S Information Technology, A.S. Information Systems, or A.S. Computing Science degrees.) B
CSC 103 Computing Sciences Portal (2-0) 2 hrs.
This course is designed for students to learn about the College computer systems and computer literacy as well as college life. Students will learn about computers as well as explore career options in the computer field. Students will also learn about motivation, goal setting, critical thinking abilities, problem solving techniques, and time management strategies. This course is graded on a satisfactory/unsatisfactory grading scheme. B Grade S/U

CSC 105 Core Word, Core Excel, PowerPoint 3 hrs.
This course is designed to teach the student core skills in MS Word, MS Excel, and MS PowerPoint, which are MS Office Applications. The course will include topics appropriate to prepare the student to take the MOS (Microsoft Specialist) certification test upon completion. This course is offered online only. Prerequisite: CSC 100 or familiarity with Windows. B

CSC 115 Introduction to Programming and Computing (3-1) 3 hrs.
Introduction to computing serves as a first course for all computer related majors. This course emphasizes the development of languages and software, problem solving, and programming in a structured language. Prerequisite: GST 142 or its equivalent. B

CSC 134 Core Word (1-0) 1 hr.
This course is designed to teach the student Word, a Microsoft Office application software product. The course will include topics appropriate to prepare the student to take the MOS (Microsoft Office Specialist) certification test upon completion. Topics covered include file management, creating and formatting documents, styles and templates, tables, desktop publishing features, Web publishing features, mail merge, and collaboration. Prerequisites: CSC 100 Computing in the Information Age or familiarity with Windows. B

CSC 135 Core Excel (1-0) 1 hr.
This course is designed to teach the student Excel, a Microsoft Office application software product. The course will include topics appropriate to prepare the student to take the MOS (Microsoft Office Specialist) certification test upon completion. Topics covered include file management, creating and formatting spreadsheets, formulas and functions, creating and formatting charts, sorting and filtering lists, pivot tables and charts, data consolidation across spreadsheets, collaboration, Web publishing features, and an introduction to macros. Prerequisites: CSC 100 Computing in the Information Age or familiarity with Windows. B

CSC 136 PowerPoint (1-0) 1 hr.
This course is designed to teach the student PowerPoint, a Microsoft Office application software product. The course will include topics appropriate to prepare the student to take the MOS (Microsoft Office Specialist) certification test upon completion. Topics covered include file management, creating and formatting presentation materials such as slides, shows and handouts, creation and modification of slide masters and design templates, adding tables, graphics, clip art, charts and animation to presentations, and the automation of slide shows. Prerequisites: CSC 100 Computing in the Information Age or familiarity with Windows. B

CSC 137 Expert Word (2-0) 2 hrs.
This course is designed to instruct the student in Microsoft Word at the expert level. Topics will include working with paragraphs, working with documents, using tables, working with pictures and charts, using mail merge, using advanced features, and collaborating with workgroups. This course will not fulfill the requirements for Administrative Assistant and Paralegal degrees and Office Technologies Certificate. Prerequisite: Students must be skilled with Word at the core level prior to taking this course. B

CSC 138 Expert Excel (2-0) 2 hrs.
This course is designed to instruct the student in Microsoft Excel at the expert level. Topics will include importing and exporting data, using templates, using multiple workbooks, formatting numbers, printing workbooks, working with named ranges, working with toolbars, using macros, auditing a worksheet, displaying and formatting data, using analysis tools, and collaborating with workgroups. Prerequisite: Students must be skilled with Excel at the core level prior to taking this course. B

CSC 139 MS Access (1-0) 1 hr.
This course provides an overview of the fundamentals of the Microsoft Office application Access. A database management system (DBMS) such as Microsoft Access provides the user with the software tools needed to organize data in a flexible manner. Microsoft Access includes facilities to add, modify, or delete data from the database, ask questions (or queries) about the data stored in the database, and produce forms and reports summarizing selected contents. Microsoft Access provides users with one of the simplest and most flexible desktop DBMS solutions on the market today. B

CSC 141 Introduction to the Game Industry (3-0) 3 hrs.
This course provides an introduction to the game industry. Topics covered include how games are made and the evolution of games. An overview of game genres and game platforms is covered. The production cycle, including the development of the production team, game development schedule, and budget, will be examined. The process for creating and developing a game, including the elements of game play, the game design document, the technical review, interface design, artificial intelligence, storytelling, prototyping, and building playfields, will be studied. Additionally, the course will examine marketing games, economics of the game industry, and breaking into the game industry. B

CSC 190 Data Structures I (3-1) 3 hrs.
This course is designed to present to the student the basic data structures necessary to design and write object oriented programs. The topics covered include procedures and modules, functions, arrays, records, strings, and files. Prerequisite: CSC 115 with a grade of C or better. B

CSC 200 Data Structures II (3-2) 4 hrs.
This course is a study of the more common data structures utilized in computing science applications. Topics to be covered include linked lists, queues, stacks, matrices, storage allocation, tree structures, searching techniques and sorting techniques. Development of algorithms for practical applications will demonstrate the advantages of the above topics. Prerequisite: CSC 190. B
CSC 212 MS Excel for Business Applications (3-0) 3 hrs.
This course offers students the opportunity to master the advanced functionality of Microsoft Excel, and to apply those skills to genuine business applications such as financial modeling, reporting, and the automation of accounting and financial tasks. Although the basic functions of Excel will be covered, areas of focus include graphs and charts, the use of advanced financial functions and analytical tools, reporting templates, linking of worksheets and workbooks, importing and manipulating data, macros (automation of tasks), auditing tools, and other features especially useful to the financial or accounting professional. Prerequisites: ACC 101 and MAT 110 (or higher), or permission of the instructor. (Also listed as BUS 212) S

CSC 215 Visual Basic (3-0) 3 hrs.
Visual Basic is a Windows programming language whose function is to help users build their own special-purpose Windows applications. Visual Basic.net will be used to teach topics including domain definition, GUI design, and developmental and data access modules. Prerequisite: CSC 115 with a grade of C or better or programming experience. S

CSC 226 Tools for Computer Users Support (3-0) 3 hrs.
This course provides the student with the tools and techniques needed to support today’s computer user. The continued growth and complexity of computing systems has increased the need for professional computing system user support. CSC 226 provides the student with skills needed to interact professionally at all levels when providing the support needed by computing system users. This course covers skills such as listening and communications, effective use of the telephone, technical documentation, handling difficult situations and users, problem solving and prevention, computer user education, and teamwork needed to provide a high level of service to the computer user. An additional focus is the role the computer user support team plays in ensuring that organizations realize the full potential of their computing system investments. Prerequisites: CSC 115. B

CSC 228 Introduction to Java (3-1) 3 hrs.
This course will introduce students to Java and software design. Students with a basic programming background (e.g. C++) will learn the syntax and semantics for planning and writing a computer program in Java. Successful completion of this course will allow the student to plan, build, implement, and execute both Windows applications (graphical user interfaces) and Java applets for Web pages. In addition, students will learn to translate a program design into a functional Java program. Prerequisite: CSC 115. B

CSC 235 Active Server Pages and Server-Side Scripting (3-0) 3 hrs.
This course will familiarize the student with different approaches in creating server-side scripts using Active Server Pages (ASP) and other technologies. Successful completion of this course will allow the student to build, implement, and execute scripts that will create fully functional, interactive, and dynamic Web applications. Included in the course will be developing Web sites that depend on databases. Additionally, the student will learn how to set cookies, make an e-commerce shopping cart, and schedule the timing and placement of Web advertisements. Prerequisite: CSC 262. B

CSC 241 Fundamentals of Game Design (3-0) 3 hrs.
This course is a guide through the concepts, principles, and techniques for designing an entire video game. Students will study a variety of design technologies relevant to games including operating systems, file systems, networks, simulation engines, and multimedia design systems. Students will also study some of the underlying scientific concepts from computer science and related fields, including: simulation and modeling, graphics, artificial intelligence, real-time processing, and game theory. Design principles for developing useable and engaging games also may be covered in the course, including: software engineering, human computer interaction, thematic structure, graphic design, choreography, music and sound effects, and game aesthetics. Prerequisite: CSC 141. B

CSC 242 Introduction to 3D Computer Animation (3-0) 3 hrs.
Traditional animation principles and a thorough understanding of the technical aspects and limitations of creating and manipulating 3D characters (and other assets) for both real-time and pre-rendered 3D environments will be studied. Students will be responsible for designing and creating an entire video game. Specific topics of study include 3D animation, modeling, texturing, rendering, lighting, cinematography, and the study of motion. Prerequisite: CSC 141. B

CSC 243 Systems Analysis and Design I (3-0) 3 hrs.
This course is an introduction to systems analysis and design. It includes such topics as: defining the scope and objectives of a system project, investigative techniques, feasibility analysis, design of input/output forms, master file, database, and transaction file organization. Tools that the analyst uses are also introduced, i.e. data flow diagrams and system flowcharts. A case study will be performed by the students in teams, which will serve to emphasize the material covered in the text. Prerequisite: both CSC 134 and CSC 135 or both CSC 137 and CSC 138; CSC 136; and CSC 115 with a grade of C or better. B

CSC 245 Visual Basic for Business Applications (3-0) 3 hrs.
Advanced programming concepts and practices are covered in this course, using VB.NET. Advanced concepts in graphical user interface design are also covered, along with a survey of more advanced data structures and object design. Mobile applications, data access classes, ADO.NET, are among the specific topics covered. Prerequisite: CSC 215. B

CSC 247 Electronic Commerce (3-0) 3 hrs.
This course provides the learner with an overview of the basic principles of electronic commerce and the related concepts, which are reflected in the current environment of the global economy. Students will develop a deeper understanding of the critical attributes of a successful participant in today’s ever-changing electronic markets. Current issues related to electronic commerce will be explored, including the evolving Internet; security; digital money; and ethical, legal, and environmental considerations. During this course, the learner will
CSC 248 Command Line Network Administration (3-0) 3 hrs.
This course covers system administration and engineering through the DOS command line environment. Students will learn how to automate tasks, maintain enhanced control over systems, and master advanced administration capabilities. Commands learned will include DOS holdovers, commands that mirror GUI tasks, and advanced commands for administrators. Students will learn how to use the command line to establish a proper computing environment. Automation skills within the command environment will allow students to run commands in the form of batch files without user intervention, saving both time and money. Automation, in terms of administration, also will be explored. Command line data and file manipulation, often chosen over GUI methods, will be examined. In addition, network administration, including the determination of connectivity status and network connection analysis, which requires the use of commands that have no GUI counterparts, will be explored. B

CSC 250 Computing Sciences Internship 3 hrs.
The Computing Sciences Internship will provide the student with an opportunity to gain “real-world” experience. The student will apply learned skills acquired through course work in any of the computing sciences degree programs to a work experience. The internship will also supply an awareness of career opportunities in the computing science and information technology fields. Lastly, it will give the student a much needed advantage in acquiring a job after graduation because an internship is a full-time work experience. Student must have a 2.0 GPA. Prerequisite: CSC 226. B

CSC 251 Applied Database Concepts (3-0) 3 hrs.
An introduction to database design and development. Database normalization, data integrity, concurrent updates, and data security will also be discussed and practiced. 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 with VBA. Additionally, SQL programming will be used extensively. Prerequisite: CSC115 with a “C” or better. S

CSC 252 Multimedia Development (3-0) 3 hrs.
In order for students to be competitive when going for jobs in today’s economy, they need tools in their pocket to get them through the door. This course is designed to take students from the level of Web programmer to Web developer. Using tools that exist today and modifying those tools to fit for tomorrow will provide a solid foundation for development. Image editing software like Fireworks, animation software like Flash, and design software like Dreamweaver have all been identified by Web development companies as tools of which a person entering the workplace should have a working knowledge. We will use these or similar development tools to learn the programming languages behind the pictures to learn multimedia development. The class will culminate in producing a game in Flash and Action Script. An extensive understanding of Javascript or similar object oriented, Web-based programming language is required. Prerequisite: CSC 262 or instructor permission. B

CSC 255 Game Programming Team Capstone Project (3-0) 3 hrs.
This capstone course provides an opportunity for students to demonstrate that they have achieved the goals for learning established by FLCC and the Computing Sciences Department. This course is offered in a student-centered and student-directed manner which requires the command, analysis, and synthesis of game programming knowledge and skills. It requires the application of learning to a team project game which serves as an instrument of evaluation. Prerequisites: CSC 241 and CSC 242. Corequisite: CSC 200 or permission of instructor. S

CSC 260 Data Communications and Networking (3-0) 3 hrs.
The increasing computerization of today’s workplace has created the need for knowledgeable technicians, managers, and administrators well grounded in the techniques of connecting multiple computer platforms, enabling data communications in diverse hardware and software environments and providing reliable communication between all parts of the organization. This course provides an overview of the essential fundamentals of networking required in today’s local area network (LAN) environment as well as a solid foundation for the student’s pursuit of certification through other programs such as CompTIA’s Net + and Microsoft’s Certified Professional program. Specifically, the course will focus on data communication technology, including telecommunication basics, LAN fundamentals, and wide area network (WAN) principles that comprise today’s complex networking environment. Students will be required to complete several hands-on labs covering a number of activities for the creation and maintenance of a server-based, networked environment (i.e., WindowsServer and WindowsWorkstation products). The course will also include the study of a working medium-sized institutional network. Prerequisite:CSC 115 with a grade of C or better, or permission of instructor. B

CSC 261 Internetworking (3-0) 3 hrs.
This course is a study of internetworking fundamentals and how the Internet is integrated into the computing environment to enable organizations to share resources, collaborate, and meet organizational goals. The networking essentials and the creation of simple local area networks introduced in CSC 260 Data Communications and Networking are expanded upon to incorporate the linking of these simple networks to each other and to the Internet to create an internetwork. Internetworking devices such as switches and routers will be examined in detail. Students will focus on techniques to analyze, plan, and manage an enterprise network. In support of these techniques, lab activities will include subnetting, packet-sniffing, switching, and router configuration. Prerequisite: CSC 260. B

CSC 262 Web Site Development and Programming (3-0) 3 hrs.
The study of designing and implementing sites for the World Wide Web. The planning and analysis techniques and design methods covered will allow students to create an informative, engaging presentation of information via the web. Additionally, students will prepare web sites using appropriate mark-up languages and scripting (programming). A variety of Web tools will be used in the development of the pages. Prerequisite: CSC 115 with a grade of C or better, or permission of instructor. B
CSC 270 Principles of Information Security (3-0)
This course is an introduction to the various technical and administrative aspects of information security and assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Students will be exposed to the spectrum of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses and an overview of the information security planning and staffing functions. Corequisite: CSC 260 or permission of the instructor.

B

CSC 271 A+ Hardware and Operating Systems Technologies (3-1)
This course is designed to provide the student with the skills and knowledge required for entry level PC technicians, IT professionals, or computer science majors seeking a comprehensive introduction to computer hardware and software. This course will provide the student with the fundamental knowledge required to build, install, configure, upgrade, manage, troubleshoot, and repair personal computers. Today’s computing systems include not only the stand-alone computer with a system unit, monitor, keyboard, mouse and printer, but have evolved into sophisticated systems that are networked with other systems while serving as a base for the addition of many other digital devices available on the market currently. These computer systems require the student to not only understand the hardware components and how they interact with one another, but also to understand how the software in the form of an operating system interacts with the hardware to create a sophisticated computing system. This knowledge will enable the student to effectively diagnose, configure, and maintain computer systems. While the objectives of A+ Hardware and OS Technologies will map closely to CompTIA’s A+ Certification objectives, the primary focus is to provide the computer student with the basic working knowledge of a computer system, defined by the hardware components and the software that interacts with this hardware to create a computer system. Prerequisite: CSC 115 with a grade of C or better, or permission of the instructor.

B

CSC 272 Managing Operating Systems (3-0)
This course is designed to provide the student with an understanding of the architecture and management of today’s commonly used computer operating systems. The course surveys the operating systems and included tools and utilities to acquire an understanding of how the operating systems work and how to use the tools and techniques to manage and automate computing system tasks. This course will use the Windows command line and UNIX/Linux shell programming as teaching tools to provide the fundamental skills needed to prepare and use scripts to manage and automate daily computer/network management tasks and provide a deeper knowledge of operating system functions. Prerequisites: CSC 260 or permission of the instructor.

B

CSC 273 Technical Information Security (3-0)
This course provides an in-depth look at network security concepts and techniques. It will adopt a practical, hands-on approach when examining networking security techniques. Along with examining different network strategies, the student will explore the advancement of network implementation as well as problem solving strategies necessary in the field of information security. Prerequisites: CSC 260 or permission of the instructor.

S

CSC 274 Computer Forensics and Investigations (3-0)
Computer Forensics and Investigation presents principles and techniques of conducting computing investigations. Computer forensics involves obtaining and analyzing digital information for use as evidence in civil, criminal, or administrative cases. Topics include: ethics, current computer forensic tools, digital evidence controls, processing crime and incident scenes, data acquisition, e-mail investigations, and becoming an expert witness. Hands-on experience, using a forensic software package will be part of the course. Prerequisites: CSC 260 or permission of the instructor.

S

CSC 275 Preparing for A+ Certification (2-0)
This course prepares the student to take the Security+ Certification examination. It is intended for the experienced network administrator or the student who is in the last semester of the proposed Certificate in Information Security program. This course focuses on the topics covered in the Security+ certification examination and is intended to be a culminating course as well as a supplement to the student’s prior studies and/or experience. Prerequisites: Students must be in the last semester of the certificate program or permission of the instructor.

S

CSC 276 Preparing for Network+ Certification (2-0)
This course prepares the student to take the A+ Certification examination. It is intended for the experienced PC Repair Technician or the student who has completed the FLCC Computer Technology and Networking degree program. This course focuses on the topics covered in the A+ certification examination and is intended to be a refresher course as well as a supplement to the student’s prior studies and/or experience. It is expected that prospective students will have at least six to eight months’ experience as a PC Repair Technician or its equivalent, or that the student has completed the Computer Technology and Networking degree program or the PC Repair course sequence which includes CSC 195 Computer Architecture and Software Systems, CSC 230 PC Maintenance and Repair as well as the CS internship. Prerequisite: CSC 271 or permission of instructor.

JP/SU

CSC 277 Preparing for Security+ Certification (2-0)
This course prepares the student to take the Security+ Certification examination. It is intended for the experienced network administrator or the student who has completed the FLCC Information Technology degree program. This course focuses on the topics covered in the Network+ certification examination and is intended to be a refresher course as well as a supplement to the student’s prior studies and/or experience. It is expected that prospective students will have at least six to eight months’ experience as a Network+ technician or its equivalent, or that the student has completed the Computer Technology and Networking degree program or the Network+ course sequence which includes CSC 195 Computer Architecture and Software Systems, CSC 230 PC Maintenance and Repair as well as the CS internship. Prerequisite: CSC 271 or permission of instructor.

JP/SU

CSC 278 Preparing for A+ Hardware and Software (2-0)
This course prepares the student to take A+ Hardware and Software Certification examination. It is intended for the experienced PC Repair Technician or the student who has completed the FLCC Information Technology degree program. This course focuses on the topics covered in the A+ certification examination and is intended to be a refresher course as well as a supplement to the student’s prior studies and/or experience. It is expected that prospective students will have at least six to eight months’ experience as a PC Repair Technician or its equivalent, or that the student has completed the Computer Technology and Networking degree program or the PC Repair course sequence which includes CSC 195 Computer Architecture and Software Systems, CSC 230 PC Maintenance and Repair as well as the CS internship. Prerequisite: CSC 271 or permission of instructor.

JP/SU

256
CONSERVATION

CON 100 Introduction to Environmental Conservation (3-0) 3 hrs.
This course focuses on environmental conservation and outdoor recreation, controversial issues, and current topics. Throughout the semester improvement in critical thinking, writing, and oral communication skills are emphasized. F

CON 101 Principles of Soils, Waters, Forests (3-0) 3 hrs.
To provide students with an introduction to principles of soil science, meteorology, hydrology, forestry and forest ecology. The student should gain knowledge and field experience in the conservation and management of these interrelated natural resources, especially as they apply to outdoor recreation, wildlife, fisheries, and land use planning. B

CON 102 Introduction to Fish and Wildlife (3-0) 3 hrs.
The study of fish and wildlife as a valuable aesthetic, recreational, and economic resource. Ecological consideration, life histories, identification, populations, habits, habitat characteristics, and relationship between humans and regional wildlife and fish. Special attention is paid to fish and mammals of New York State. S

CON 103 Environmental Science (3-2) 4 hrs.
Environmental Science is a course that explores the interactions and relationships between humans and the Earth. The course will follow the basic themes of sustainability and critical analysis of environmental issues. Students will gain an understanding and appreciation of the impact of humans on the environment while studying ecosystems, the human population, renewable resources, energy, pollution and its prevention, and ways to work toward a sustainable future. In the laboratory component of the course students will learn scientific methodology, sampling procedures and methods used to test environmental quality. A portion of the lab will include outdoor experiences. (Also listed as BIO 103.) B

CON 110 Sustainable Earth: Spiritual and Scientific Consilience (3-0) 3 hrs.
Students will examine the impact of human populations on earth's ecosystems. Students will explore psychological, cultural, spiritual, economic, and political factors that accelerate the deterioration of earth's ecosystems and alternate perspectives of those factors which might lead to a more life-sustaining society. Emphasis will be placed on discovering common ground between science and spiritualism. Students will serve as discussion leaders for course topics of their choice. A community involvement component will be required. (Also listed as PHL 110.) Prerequisite: permission of instructor. S

CON 116 Fisheries Techniques (3-0) 3 hrs.
This hands-on course provides students with field experiences utilizing various types of fisheries equipment. Emphasis is placed on sampling techniques for both fish and aquatic habitats. Topics include small boat operation, fish identification, fish capture and handling techniques, data collection, tagging and marking, aging, electrofishing, netting, radio telemetry, hydro acoustics, habitat assessment, and equipment maintenance. F

CON 118 Introduction to Natural Resource Law (3-0) 3 hrs.
This course introduces students to laws for the protection and conservation of fish, wildlife and natural resources. The focus of the course is New York State and Federal law regulating the conservation of fish, wildlife, and forest resources. Particular areas of study include the New York State Fish and Wildlife Law and Federal Fish and Wildlife Laws (eg: Lacey Act, Endangered Species Act, Migratory Bird Act). Students will study the evolution of the current body of New York State and Federal law relating to management of fish, wildlife and forest resources from a historical prospective. Students will also study legislative and administrative processes employed in the formation of Fish and Wildlife Laws and the functions and duties of the New York State and Federal agencies charged with enforcing these laws. Instruction methods include lecture, class discussion, and guest speakers. (Also listed as CJC 118.) F

CON 130 Introduction to Geographic Information Systems (2-2) 3 hrs.
This is an introductory level geospatial technology course designed to introduce students to the concepts and theories of geographic information systems (GIS) and the practice of geospatial analysis. This course consists of a lecture component and a laboratory component. Students will learn to apply GIS concepts through hands-on exercises designed to explore and analyze spatial data. Students will use leading geospatial software used by numerous professions including natural resources conservation and sustainability, business management, criminal justice, and community planning. (Also listed as GIS 130.) F

CON 190 Conservation Field Camp (3-0) 3 hrs.
Field Camp is designed to provide one week of conservation field experiences. Emphasis will be on fish, wildlife, and forest management techniques; conservation field studies and investigations; field natural history; outdoor recreation skills; and rustic conservation construction. SU
This course is comprised of classroom sessions and at least 45 hours of individual field experiences. Topics in the classroom include: resume writing, interview strategies, job searching, Civil Service examination preparation and identification of field experiences appropriate to the student’s career goals. Field experiences will be arranged with appropriate agencies, which may include the NYS Department of Environmental Conservation, County Conservation Services, BSA Camps, National Park Service, Nature Conservancy, water treatment plants and nature centers. Field experiences will provide students the opportunity to assume the responsibilities for the jobs (Fish and Wildlife Technician, Nature Interpreter, Camp Ranger, etc.), they will be performing after graduation. The type of experience varies with student career interest and previous experience. (Satisfactory or Unsatisfactory grade.) Prerequisite: Permission of department. B

This course is comprised of limited classroom sessions and 75 hours of individual field experiences. Topics in the classroom are intended to build from the material learned in CON 200 and include: resume writing, job searching and identification of field experiences appropriate to the student’s career goals. Field experiences will be arranged with appropriate agencies, which may include the NYS Department of Environmental Conservation, County Conservation Services, BSA Camps, National Park Service, Nature Conservancy, water treatment plants and nature centers. Field experiences will provide students the opportunity to assume the responsibilities for the jobs (Fish and Wildlife Technician, Nature Interpreter, Camp Ranger, etc.), they will be performing after graduation. The type of experience varies with student career interest and previous experience. (Satisfactory or Unsatisfactory grade.) Prerequisite: CON 200 or permission of the Department. B

A study of climatic, edaphic, and biotic factors as they relate to species distribution and population dynamics in selected biomes of New York State and the world. Students develop deeper understanding of the ecological principles concerning the interaction between organisms and their environment. Writing intensive. (Also listed as BIO 221.) Prerequisites: BIO 121, BIO 122, ENG 101, or permission of instructor. F

This course presents topics in the field of environmental conservation. Current topics include: Herpetology, Entomology, Winter Botany, Alternative Energy, Forest Fire Control, Environmental Conservation Research, and Public Lands. A comprehensive field identification test is required. S

Field identification, taxonomy, habitat preference, growth characteristics and management of trees, shrubs, and herbaceous plants are the major topics covered in this course. Emphasis is placed on local flora and its utilization by man and wildlife. Important ornamental trees, New York State rare plants, exotic plants that are management problems, and the ecology of the eastern deciduous forest biome are highlighted. Considerable class time will be spent outdoors, on campus, and at nearby areas. (Also listed as BIO 250.) Prerequisite or concurrently: BIO 121. B

This course is a series of extended field trips into a selection of local ecosystems such as gorges, bogs, streams, and marshes. Students will analyze these ecosystems both as examples of each ecological situation and as areas managed in different ways by man. Natural history topics such as insects, aquatic life, migratory birds, glacial geology, and human interactions with the environment are studied in appropriate areas. (Also listed as BIO 245.) Prerequisites: BIO 121, BIO 122 or permission of instructor. F

The study of birds with special emphasis on anatomy, physiology, life histories and identification of birds common to Western New York. Lecture and laboratory work supplemented by several field trips, including early morning bird observations. Trips to selected local birding areas are required. (Also listed as BIO 225.) Prerequisites: BIO 121, 122, or permission of instructor. S

Fisheries Management stresses the relationship between humans, fish and their environments. Students are introduced to the principles of fishery management including, history, theory, and management strategies. The importance of habitat management, and population dynamics and their interactions are explored. Management strategies will be introduced through case studies of selected fisheries. S

The purpose of this course shall be to provide students with field and travel experiences relative to their course work in Natural Resources Conservation. This expedition course, to different areas of the country, will emphasize identification and natural history of birds, mammals, reptiles, plants, and a variety of ecological communities. Students will be provided with opportunities to observe employment opportunities in conservation and gain experience in camping and group travel. Examples of travel experiences include trips to: Florida Everglades, Wilderness Alaska, Costa Rican Rainforests, and various National Parks. JP/SU

This course will provide intensive classroom and some field experience in wildlife management theory including: population dynamics, mortality, natality, and the relationship between wildlife and their habitats. Practical techniques used for aging, sexing, marking, trapping, and transferring game and non-game wildlife will be presented. Rearing and releasing endangered and game species, habitat evaluation, nuisance control, and wildlife population estimation techniques will be discussed. F

This is an introductory course in the multi-disciplinary field of environmental planning. Techniques used to identify, inventory, and evaluate natural resources are examined. Local case studies, regulatory laws, and the
CON 218 Fish Culture Techniques (3-0) 3 hrs.
This course is designed to provide second year students enrolled in the A.A.S. Fisheries Technology degree program as an introduction to aquaculture practices and techniques. Students will review historic and current status of fish culture in the United States and the world. Culture methods, data collection, egg take, incubation, and fry hatching of walleye (Sander vitreus) cultured at the FLCC Muller Field Station Fish Culture and Aquatic Research Center will be emphasized. Trips to other culture facilities will add to the student experience. Essential factors involving water quality, fish health, nutrition, species requirements, system design, equipment, and advanced re-circulation aquaculture systems will be studied. This is a hands-on course. Prerequisite: CON 219 or permission of instructor.

CON 219 Introduction to Aquaculture (3-0) 3 hrs.
This course is designed for students enrolled in the A.A.S. Fisheries Technology degree program as an introduction to aquaculture practices and techniques. Students are exposed to both the historic and current status of aquaculture. Emphasis is placed on culture methods, fish handling, and data collection techniques. Walleye cultured at the FLCC Muller Field Station, Fish Culture and Aquatic Research Center will be collected and stocked. Trips to other culture facilities will expose students to different culturing techniques. Factors of water quality, fish health and nutrition, system designs, and advances in Recirculation Aquaculture Systems (RAS) will be investigated.

CON 220 Glacial Geology of the Finger Lakes (3-0) 3 hrs.
This course is an introduction to glaciation emphasizing historic events within the Finger Lakes region. The mechanics of glacial motion, erosion, and deposition will be studied and then used to interpret our modern landscape. Students will be introduced to the technique of air photo interpretation. Our modern biodiversity and distributional patterns of organisms will be related to postglacial events. Scenic values associated with glacial landscapes will be a focal point of the class field trips. (Also listed as SCI 220.)

CON 221 Conservation/Horticulture Topics I (1-0)
This course is designed to provide students with specialization in an area related to their occupational or educational interest and to provide students the opportunity to become more familiar with conservation and horticulture practices. Topics typically involve a field component and may be held as a residential course at the Muller Field Station. (Also listed as HRT 221)

CON 222 Conservation/Horticulture Topics II (2-0)
This course is designed to provide students with specialization in an area related to their occupational or educational interest and to provide students the opportunity to become more familiar with conservation and horticulture practices. Topics typically involve a field component and may be held as a residential course at the Muller Field Station. (Also listed as HRT 222)

CON 223 Conservation/Horticulture Topics III (3-0)
This course is designed to provide students with specialization in an area related to their occupational or educational interest and to provide students the opportunity to become more familiar with conservation and horticulture practices. Topics typically involve a field component and may be held as a residential course at the Muller Field Station. (Also listed as HRT 223)
CON 234 Laws for the Management of Air Resources, Solid Waste and Hazardous Substances (3-0)
This course will focus on New York State and Federal laws for the protection of air resources, the management of solid waste and regulation of substances harmful to the environment. Students will study the New York State Environmental Conservation Law as it relates to protection of air resources, the management, transportation and disposal of solid and hazardous waste and the use of substances potentially hazardous to the environment such as pesticides. Students will also study related federal statutes including the Clean Air Act, NEPA and CLERCA. Students will be introduced to potential careers through the study of local, state and federal regulatory agencies charged with protection and enforcement of current laws and the enforcement of current laws and the use of substances potentially harmful to the environment. Instruction methods include lecture, class discussion and guest speakers. (Also listed as CJC 234.) F

CON 240 Wildlife Crime Scene Investigation & Forensics (3-0)
This course introduces students to laws for the protection and conservation of fish, wildlife, and natural resources. The focus of the course is New York State and Federal law regulating the conservation of fish, wildlife and forest resources. Particular areas of study include the New York State Fish and Wildlife Law and Federal Fish and Wildlife Laws (eg: Lacey Act, Endangered Species Act, Migratory Bird Act). Students will study the evolution of the current body of New York State and Federal law relating to management of fish, wildlife and forest resources from a historical prospective. Students will also study legislative and administrative processes employed in the formation of Fish and Wildlife Laws and the functions and duties of the New York State and federal agencies charged with enforcing these laws. Instruction methods include lecture, class discussion and guest speakers. (Also listed as CJC 234.) S

CON 246 Limnology (3-2)
An introduction to the scientific study of inland waters, limnology concerns itself with all the factors that affect living populations within those waters. Through lecture and field experiences, the student will become familiar with physical and chemical processes in water, especially those that have a direct effect on biological organisms. Standard methods and highly technical instrumentation will be used on board the college’s educational vessel. A survey of life forms in water, especially those that have a direct effect on biological organisms. Relevant constitutional law and Supreme Court decisions are reviewed, and contemporary problems and issues in criminal justice are highlighted. B

CON 255 Wildland Fire Suppression (S-130/S-190) (2-0)
This course provides the training necessary for the Federal Interagency “RED” Card for wildland firefighter. Topics covered include: ignition, behavior, and spread of wildfires; the role of topography and fuels in wildfires; prescribed fires as a management tool; use of fire suppression equipment; methods of fire prevention and suppression; State and Federal wildland fire control agencies. Graded on a satisfactory/unsatisfactory basis. (Also listed as WFS 130.) B

CON 256 Fire Ecology (3-0) 3 hrs.
This course is designed to give students an appreciation and understanding of the ecological role of fire in a variety of North American ecosystems. Advantages of adaptations of species inhabiting fire prone ecosystems will be discussed. The effects of fire on plants and animals will be discussed within the context of ecological time scales. The effect of past state and federal policies concerning wild fire will be examined using various case studies. Students will also be introduced to the use of prescribed burning as a habitat restoration technique. (Also listed as WFS 256.) S

CON 260 Principles & Techniques of Nature Interpretation (3-0) 3 hrs.
An in-depth investigation of the fundamental principles and concepts of nature interpretation will be developed. Historical development, current trends, methods and field techniques in nature study, outdoor education, interpretive programming, and facilities will be examined. Prerequisite: CON 210 or permission of instructor. S

CON 265 Field Techniques for Naturalists and Photographers (3-0) 3 hrs.
An introductory course emphasizing basic field techniques that are used in outdoor photography. Special emphasis will be placed on field techniques for photographing wildlife, plants, landscapes, outdoor recreation, and environmental activities. The course will also place special emphasis on the use of natural light to produce quality photographs. A lesser emphasis will be placed on photographic equipment, film types, and methods of utilizing photographs. Prerequisite: ART 207 Photography I or permission of instructor. B

CRIMINAL JUSTICE
(Courses do not fulfill social science requirements.)

CJC 100 Introduction to Criminal Justice (3-0) 3 hrs.
This course examines the functions and interrelationships of the component parts of the criminal justice system—the police, courts, and corrections. Relevant constitutional law and Supreme Court decisions are reviewed, and contemporary problems and issues in criminal justice are highlighted. B

CJC 105 Criminal Law (3-0) 3 hrs.
A study of the New York State Penal Law. Sections of the Penal Law will be discussed and analyzed. Specific attention will be given to offenses that are considered to be both serious and frequently committed. Legal definitions, interpretations, and classifications of crimes will be examined. General legal principles, recent court decisions, and case law will also be considered. B
CJC 110 Criminal Procedure Law (3-0)  3 hrs.
A study of the New York State Criminal Procedure Law. Specific topics include court procedures, laws of arrest and search warrants. Special emphasis will be placed on Constitutional limitations, criminal proceedings, and legal terminology. B

CJC 117 Issues in Constitutional Law (3-0)  3 hrs.
A study of Constitutional Law, including constitutional aspects of criminal law and procedure. Special emphasis will be placed on civil liberties, and individual rights guaranteed and protected by the Constitution. Jurisprudence, legal principles, government restraint, and Constitutional limitations will also be examined. Specific attention will be given to Supreme Court cases in order to emphasize the constitutional aspect of criminal justice. B

CJC 118 Introduction to Natural Resource Law (3-0)  3 hrs.
This course introduces students to laws for the protection and conservation of fish, wildlife and natural resources. The focus of the course is New York State and Federal law regulating the conservation of fish, wildlife and forest resources. Particular areas of study include the New York State Fish and Wildlife Law, and Federal Fish and Wildlife Laws (e.g: Lacey Act, Endangered Species Act, Migratory Bird Act). Students will study the evolution of the current body of New York State and Federal law relating to management of fish, wildlife, and forest resources from a historical prospective. Students will also study legislative and administrative processes employed in the formation of Fish and Wildlife Laws, and the functions and duties of the New York State and federal agencies charged with enforcing these laws. Instruction methods include lecture, class discussion, and guest speakers. (Also listed as CON 118.) F

CJC 120 Correctional Procedures (3-0)  3 hrs.
Development of corrections; the correctional client in local, state, and federal correctional facilities; and court decisions implementing due process and civil rights for correctional clients. B

CJC 125 Juvenile Justice (3-0)  3 hrs.
The course examines theories of causation relating to juvenile delinquency. Topics include the role of police, courts, corrections, and community programs in delinquency prevention, control and treatment. Specific attention will be given to juvenile violent behavior and constitutional rights of the juvenile. B

CJC 130 Probation Administration (3-0)  3 hrs.
Development and historical significance of probation; organization and administration; probation services, preparation of reports, sources of information and family court services. B

CJC 200 Cooperative Education (6-0)  6 hrs.
The Cooperative Education course may be taken after the student has completed the first and second semester requirements of the Criminal Justice program. The student will be assigned to work in a criminal justice agency or department in the Finger Lakes area. The course is designed to supplement the academic experience with first-hand, ‘real-world’ experience in a workplace setting. Prerequisite: Grade point average of 2.5 or higher. B

CJC 205 Philosophy of Criminal Investigation (3-0)  3 hrs.
An examination of the methods, skills, and basic procedures involved in the investigation of a criminal matter. Topics include interrogation and interviewing, crime scene processing, search and seizure, report writing, and crime scene sketches. Special emphasis will be placed on serious crimes, criminal profiling, and victimology. B

CJC 210 Family Court (3-0)  3 hrs.
A course of study in the jurisdiction, responsibility, and procedures of the Family Court. Emphasis will be placed on: jurisdiction, Persons In Need of Supervision (PINS), juvenile delinquency, family offenses, neglect, abuse, and paternity. B

CJC 212 Introduction to Criminalistics (3-0)  3 hrs.
Introduction to Criminalistics examines the application of the physical and biological sciences to the investigation of possible crime and criminal activity. Modern technology will be examined as it applies to crime scene management, the fingerprint science, photography, and trace evidence. Emphasis is placed on the relationship between science and law enforcement with consideration to the legal implication involved in crime scene investigation. Ethical issues surrounding criminalistics also will be addressed and explored in this course. B

CJC 215 Current Practices in Corrections (3-0)  3 hrs.
Review of conflicting correctional ideologies, alternatives to incarceration, climate and change in corrections, community corrections, and the role of research. B

CJC 220 Contemporary Trends in Probation (3-0)  3 hrs.
Recent trends in probation, community-oriented services, group methods, and State and Federal research projects, including an in-depth look at treatment modalities for juvenile and adult offenders in the probation rehabilitation process. B

CJC 225 Police Community Relations (3-0)  3 hrs.
This course explores the role of the police in, and their relations with, the communities they serve. Emphasis will be placed on community policing, professionalism, and accountability of the individual officer and police department. B

CJC 227 Introduction to Terrorism (3-0)  3 hrs.
This course will examine the concept of terrorism with a focus on the contemporary definitions of terrorism. It will explore the historical perspective to provide context for the issues being addressed today. There will be a dichotomy between domestic terror and international terror groups. The infiltration of foreign groups into the United States will be addressed. This course will also consider the legal implications associated with terrorist activities against the United States. F

CJC 233 Laws for the Use and Protection of Water and Land Resources (3-0)  3 hrs.
This course focuses on Local, New York State and Federal laws for the protection of water resources and land use. Students will study New York State Environmental Conservation Law as it relates to
the management of water resources, protection of freshwater and tidal wetlands, and regulation of mining and energy exploration. Students will study the New York State Environmental Quality Review Act (SEQRA) process and the Federal Clean Water Act, landowner rights and liabilities. Legal processes for the introduction of new laws and the enforcement of current laws will be discussed in depth. Students will be introduced to potential careers through the study of local, state and federal regulatory agencies charged with protection and wise use of water and land resources. Instruction methods include lecture, class discussion and guest speakers. (Also listed as CON 233.) F

CJC 234 Laws for the Management of Air Resources, Solid Waste and Hazardous Substances (3-0)
This course will focus on New York State and Federal laws for the protection of air resources, the management of solid waste and regulation of substances harmful to the environment. Students will study the New York State Environmental Conservation Law as it relates to protection of air resources, the management, transportation and disposal of solid and hazardous waste and the use substances potentially hazardous to the environment such as pesticides. Students will also study related federal statutes including the Clean Air Act, NEPA and CLERCA. Students will be introduced to potential careers through the study of local, state and federal regulatory agencies charged with protection of air resources, the management, transportation and disposal of solid and hazardous waste and the use of substances potentially harmful to the environment. Instruction methods include lecture, class discussion and guest speakers. (Also listed as CON 234.) S

DIGITAL MEDIA

DIG 100 Introduction to Digital Media (3-1) 3 hrs.
This course introduces the tools, techniques, and concepts behind the production of digital media. Application of digital media technologies, including operating systems, hardware, software, and multimedia design, are explored. F

DIG 110 Digital Photography (3-0) 3 hrs.
This course is an introduction to the basic principles and techniques of digital photography. Topics include: the digital camera and its functions; theory, mechanics, and aesthetics of digital imagery; image editing software; and preparing digital images for print, the Web, and other digital media. Digital camera and basic computer skills required. B

DIG 120 Digital Media Design (3-1) 3 hrs.
This course examines the integration of new media with the practice of good design. Students develop an understanding of basic design principles and applications. The course emphasizes principles of design for the virtual community, linking theory, criticism, and practice. Prerequisite: DIG 100. S

DIG 200 Audio for Film and Video (3-1) 3 hrs.
This course is an exploration of the principles and applications of digital audio in today’s recording and multimedia industries. Topics discussed include: digital audio fundamentals, recording and reproduction systems theory, computer and hardware based recording, editing, and audio for music and multimedia applications. F

DIG 230 New Media Production (4-0) 3 hrs.
This course serves as a capstone experience for students in the proposed A.S. New Media program. Students will utilize digital video, audio, and design skills to complete new media projects. Projects may include development of a Web site and production of an original DVD. Prerequisites: COM 215, CSC 262, DIG 120, and DIG 200. S

EARLY CHILDHOOD EDUCATION

ECE 100 Emergent Literacy (1-0) 1 hr.
This course covers developmentally appropriate activities that support the development of literacy from infancy through preschool. The contributions of oral language, scribbling and drawing, storybook reading, and environmental print are explored, as are the roles of teachers, peers, and parents. Participants will review a substantial sample of fiction and nonfiction literature that is appropriate for preschool children. Participants will work with young children as they explore strategies to support and assess emergent literacy. B

ECE 105 Expression in the Preschool: Music and Movement (1-0) 1 hr.
Expression in the Preschool: Music and Movement is a one-credit-hour course designed to provide an overview of the inclusion of these topics in the early childhood setting. The potential of vocal and instrumental music to engage children in an active learning environment is stressed. In this course, music and movement activities are considered tools that support learning, and students will explore ways that careful structuring of developmentally appropriate musical activities can support cognitive, physical, social, and emotional growth of children and contribute to the development of a healthy classroom environment. B

ECE 110 Expression in the Preschool: Play (1-0) 1 hr.
This course describes the development of play from infancy through the preschool years. It explores social, functional, constructive, and dramatic play. Special emphasis is given to the ways play supports the development of self, social understanding, self-regulation, the consolidation of knowledge, and language. Through service learning, participants will observe children playing and learn how to facilitate and evaluate play. B

ECE 115 Mathematics for Preschool Teachers (1-0) 1 hr.
This course covers developmentally appropriate mathematical concepts for preschool educators. Developing an understanding of whole numbers, identifying shapes and describing spatial relationships, and identifying measurable attributes and comparing objects by using these attributes will be the focal points of the course. Students will complete and present lesson plans. S

262
ECONOMICS

ECO 100 Survey of Economics (3-0) 3 hrs.
This course is a survey of economic theory. It will include a study of micro-economic issues such as supply and demand, economic decision making, competition and its effects and pricing. Also, it will include a study of macroeconomic issues such as inflation, recession, pollution, money, fiscal and monetary policy. B

ECO 210 Principles of Macroeconomics (3-0) 3 hrs.
An introduction to the analysis of principles and problems at the macroeconomic level. Students will examine the public and private sectors, national income, unemployment, inflation, income distribution, and fiscal and monetary policies as they relate to the American economy. B

ECO 211 Principles of Microeconomics (3-0) 3 hrs.
An introduction to the analysis of principles and problems at the microeconomic level. Students will examine consumer behavior; costs of production and profit maximization for an individual firm under varying degrees of competition; pricing and employment of resources; labor relations; and international trade and finance. B

EDUCATION

EDU 200 Foundations of American Education (3-0) 3 hrs.
A study of the historical, philosophical, social and cultural influences on education in America, including European and non-European influences on American educational thought. Prerequisites: Admission to Teacher Education program, 30 credit hours completed with a 2.0 GPA or higher, ENG 102, PSY 200, HIS elective and SOC 100. F

EDU 210 Schools in America: Organization and Issues (3-2) 4 hrs.
The course focuses on the dynamics of the school setting and on the interaction between and among students, teachers, administrators, families, and others in the community. Issues covered in this course include schools as social systems, school governance, group processes, curriculum design, social class and educational equity, and attention to diverse learners. This course includes 30 hours of guided observation field experience in the K-12 school setting. Prerequisites: EDU 200 and COM 110. S

EMERGENCY MEDICAL SERVICES

(Students may count up to three credit hours of EMCR credits towards the completion of physical education credits. Additional credit hours earned through EMCR courses count as general electives.)

EMCR 125 EMS Management (3-0) 3 hrs.
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. Also included is instruction on federal requirements for meeting the NIMS objectives. Prerequisite: Open to all EMS/Fire providers, or with permission of instructor. B

EMCR 130 Certified First Responder (3-0) 2 hrs.
This course offers basic training to the professional rescuer who arrives first on the scene of a medical emergency. The purpose of this course is to improve the quality of emergency medical care to patients in the pre-hospital setting by personnel involved in on-scene rescue. This course will give the pre-hospital care provider the skills and knowledge in basic life support skills such as assessment, CPR-AED, airway management and bleeding control. Students will be trained to the New York State Department of Health and National Department of Transportation standards. Students who complete the curriculum and pass both the NYS practical and written exam will be certified as CFRs.

EMCR 135 Certified First Responder Refresher (1 hr).
This course is designed for individuals who have been certified by NYS Department of Health as a Certified First Responder for the purpose of maintaining their competency in providing emergency medical care. The content reviews the concepts and materials covered in the CFR course. After successful completion of this course, students are eligible to take the NYS certification exam. Recertification is required every three years. Persons who have previously taken the CFR course for three credits or the CFR refresher for one credit are not eligible to receive credit for this course again. Prerequisite: Proof of certification as a CFR. B

EMCR 146 Introduction to Paramedicine (5 hrs.
This initial course covers the parameters that a paramedic operates within in the pre-hospital setting. Topics include roles and responsibilities of a paramedic, medical and legal considerations, EMS communications, and documentation. This course provides students with a general overview and principles of anatomy and pathology along with lifespan development. The paramedic student will be provided with the fundamentals of pharmacology, including routes of drug absorption, administration, distribution, bioformation and elimination, dosage calculations, and packaging. During this course, students will begin clinical requirements in communications and morgue labs. Prerequisites: Student must be accepted into the Emergency Medical Technician-Paramedic program. Must hold a minimum certification of Basic EMT and maintain that certification throughout the entire program. Must have a minimum of one year EMS field experience.

EMCR 156 Paramedic Airway and Patient Management (7 hrs.
This course is the second in a series of courses leading to eligibility for certification as a New York State Paramedic. The course covers the anatomy and physiology of the respiratory system and airway. Emphasis on oxygen therapy and advanced and difficult airway management.
EMCR 145. 13 hrs.
This course is the last in a series that covers the parameters that a paramedic operates within the pre-hospital setting. The student will study trauma to the various body systems, including burns, along with the kinematics and mechanism of injury. Students also will be prepared for certification in International Trauma Life Support. This course also will include scene management in various situations. Areas covered include providing care to geriatric patients with emotional and psychological emergencies and addressing emergency care to patients involved in abuse, assault, and domestic violence. Students also will study ambulance and rescue operations and the Medical Incident Command System. During the course, students will be required to complete all remaining clinical requirements, along with the necessary requirements for field clinical experience by riding with approved advanced life support units and preceptors. At the end of this semester, students will meet with the Paramedic Review Committee to determine eligibility to take the New York State Department of Health Practical and Written Exam. Prerequisites: Students must be accepted into the Emergency Medical Technician-Paramedic program. Must hold a minimum of the Basic EMT and must maintain that certification throughout the entire program. Must have a minimum of one year EMS field experience. EMCR 145.

EMCR 166 Paramedic – Cardiology 6 hrs.
This course covers the parameters that a paramedic operates within the pre-hospital setting. Topics will include cardiacemergencies. Basic anatomy, physiology, pathophysiology of the heart, and identification of arrhythmias will be presented along with the appropriate pre-hospital management modalities. Twelve lead ECG interpretations, pharmacotherapy, defibrillation, cardioversion, and pathophysiology of more common cardiovascular diseases will be covered. Also, the student will be prepared for certification by the American Heart Association in Advanced Cardiac Life Support and Pediatric Advanced Life Support, which includes care for the pediatric and neonate patients. During the course of the semester, the student will continue clinical requirements in coronary care units and emergency departments shadowing physicians and nurses. Students will continue the necessary requirements for field clinical experience as they ride with approved advanced life support agencies and their preceptors. Prerequisites: Must be accepted into the Emergency Medical Technician-Paramedic program. Must hold a minimum certification of Basic EMT and must maintain that certification throughout the entire program. Must have a minimum of one year EMS field experience. EMCR 145, 155.

EMCR 176 Paramedic – Medical Emergencies 7 hrs.
This course is the fourth in a series that covers the parameters that a paramedic operates within the pre-hospital setting. Topics include medical emergencies frequently covered in the pre-hospital setting with an emphasis on pathophysiology and management. Topics include abdominal, genitourinary, neurological, behavioral, and respiratory emergencies. Topics also will include basic anatomy, physiology, and pathophysiology of the endocrine system, including allergies, anaphylaxis, toxicology, hematology, pulmonology, and infectious diseases. Also covered will be behavioral and environmental emergencies. During this course, students will be required to complete clinical requirements in pediatric emergency departments, pediatric intensive care units, obstetrics, medical/surgical intensive care units, adult care and emergency departments shadowing with physicians and nurses. Students also will be required to continue the necessary requirements for field clinical experience by riding with approved advanced life support units and preceptors. Prerequisites: Student must be accepted into the Emergency Medical Technician-Paramedic program. Must hold a minimum certification of the Basic EMT and must maintain that certification throughout the entire program. Must have a minimum of one year EMS field experience. EMCR 145, 155, 175, and 185.

EMCR 186 Paramedic – Trauma 13 hrs.
This course is the last in a series that covers the parameters that a paramedic operates within the pre-hospital setting. The student will study trauma to the various body systems, including burns, along with the kinematics and mechanism of injury. Students also will be prepared for certification in International Trauma Life Support. This course also will include scene management in various situations. Areas covered include providing care to geriatric patients with emotional and psychological emergencies and addressing emergency care to patients involved in abuse, assault, and domestic violence. Students also will study ambulance and rescue operations and the Medical Incident Command System. During the course, students will be required to complete all remaining clinical requirements, along with the necessary requirements for field clinical experience by riding with approved advanced life support units and preceptors. At the end of this semester, students will meet with the Paramedic Review Committee to determine eligibility to take the New York State Department of Health Practical and Written Exam. Prerequisites: Students must be accepted into the Emergency Medical Technician-Paramedic program. Must hold a minimum of the Basic EMT and must maintain that certification throughout the entire program. Must have a minimum of one year field experience. EMCR 145, 155, 175, and 185.

EMCR 200 Emergency Medical Technician with Defibrillation (1-3-2) 6 hrs.
This course is designed for professional rescuers who are treating and transporting the sick and injured patient to medical care facilities. The purpose of this course is to give the pre-hospital care providers the skills and knowledge to assess, treat, package, and transport the patient to the medical care facility. Students will be trained to the New York State Department of Health and National Department of Transportation standards. Students who complete the curriculum and pass both the NYS practical and written exam will be certified as EMTs.

EMCR 205 Emergency Medical Technician with Defibrillation Refresher (1-3) 2 hrs.
This course is designed for individuals who have been certified by NYS Department of Health as Emergency Medical Technicians for the purpose of maintaining their competency in providing emergency medical care. The content reviews the concepts and materials covered in the EMT course. After successful completion of this course, students are eligible to take the NYS certification exam. Recertification is required every three (3) years. Persons who have previously taken the EMT course for 6 credits or the EMT refresher for 2 credits are not eligible to receive credit for this course again. Prerequisite: Proof of certification as an EMT.

EMCR 251 EMT Paramedic Refresher (6-0) 5 hrs.
This course is designed for individuals who have been certified by NYS Department of Health as an Emergency Medical Technician-Paramedic for the purpose of maintaining their competency in providing advanced adult and pediatric life support. The content reviews the concepts and materials covered in the Paramedic course. After successful completion

EMCR 264
of this course, students are eligible to take the NYS certification practical and written exams. Recertification is required every three (3) years. Persons will only be able to receive college credit for this course once. **Prerequisite:** Proof of certification as a paramedic or RN or PA with special criteria is now required. Call the EMS office at (315) 789-0108 for further details regarding specific criteria.

**EMCR 260 Critical Care Emergency Medical Transport—Paramedic (5.5-2.5) 6 hrs.**

The Critical Care Emergency Medical Transport course is designed to prepare paramedics and nurses to function as members of a critical care transport team. Critical patients that must be transported between facilities require a different level of care from hospital or emergency field patients. Participants will gain an understanding of the special needs of critical care patients during transport, become familiar with the purpose and mechanisms of hospital procedures and equipment, and develop the skills to maintain the stability of hospital equipment and procedures during transport. CEEMTP is open to any paramedic or nurse who has worked in that capacity for two years. Conditional waivers for paramedics granted by UMBC. Current BLS CPR, ACLS, PALs, and ITLS, PHTLS, or TNCC is required.

**EMCR 261 Critical Care Emergency Medical Transport—Paramedic Refresher 1hr.**

The CEEMTP certificate and renewal are valid for three years. Part of this renewal process is to provide documentation of thirty-six (36) credits of continuing education (CE) as the ALS level with an emphasis in critical care. One of the ways to obtain continuing education is to attend the CEEMTP original program offered. Lectures and labs are broken into the following modules: Critical Care Environment, Breathing Management, Surgical Airway Management, Hemodynamic Management, Cardiac Management, Pharmacological Management, GI, GU and Renal Management, Neurological Management, Complications of Transport and Special Considerations. A student could arrange through the EMS Programs Coordinator to attend the various modules to gain the required continuing education credits. The student would receive written documentation as to the modules attended with the appropriate credits. The student only need attend the hours needed for the refresher. **Prerequisite:** Current CEEMTP certification.

**EMCR 315 Advanced EMT-Intermediate Refresher (1-3) 2 hrs.**

This course is designed for individuals who have been certified by the NYS Department of Health as an Advanced Emergency Medical Technician-Intermediate for the purpose of maintaining their competency in providing emergency medical care. The content reviews the concepts and materials covered in the AEMT-I course. After successful completion of this course, students are eligible to take the NYS certification exam. Recertification is required every three (3) years. Persons will only be able to receive college credit for this course once. **Prerequisite:** Proof of certification as an EMT-I.

**EMCR 320 Advanced EMT Critical Care (2-3-2) 6 hrs.**

This course is designed to prepare the student to administer many Advanced Life Support (ALS) procedures on patients in the pre-hospital setting. This course builds upon the EMT-D and EMT-Intermediate courses. The student who successfully completes the didactic, clinical, and field internship will be eligible to sit for the NYS certifying exam. The EMT-Critical Care will work under the direction of medical control physicians to provide one of the highest levels of pre-hospital care available in New York State. **Prerequisites:** Current NYS Certificate as an Advanced EMT-Intermediate through the Advanced EMT-Intermediate course or Advanced EMT-Intermediate Refresher course. The student must have been or be currently field active with an EMS agency that provides ALS care. Pretesting will be required for all students that enroll in the course.

**EMCR 325 Advanced EMT Critical Care Refresher (3-1) 6 hrs.**

This course is designed for individuals who have been certified by the NYS Department of Health as a Critical Care Advanced Emergency Medical Technician for the purpose of maintaining their competency in providing emergency medical care. The content reviews the concepts and materials covered in the Critical Care course. After successful completion of this course, students are eligible to take the NYS certification exam. Recertification is required every three (3) years. Persons will only be able to receive college credit for this course once. **Prerequisite:** Proof of certification as a Critical Care Technician.

**ENGLISH**

**ENG 101 Freshman English (3-0) 3 hrs.**

Students will develop critical thinking skills, applying them to the writing of college level essays. Students will also learn research techniques and how to incorporate documented research material into a paper. FLCC placement tests will determine placement into ENG 101, ENG 104, or GST 102.

**ENG 102 Introduction to Literature (3-0) 3 hrs.**

Continuing the educational goals of ENG 101 (critical thinking and confident writing), this course helps students to develop reader response and critical
ENG 104 Freshman English I Honors (3-0) 3 hrs.
This course may substitute for or be taken in addition to ENG 101. Those who qualify through high interest and skills may be recommended into the Honors English courses or apply to the chairperson of the Department of Humanities. This research writing course is based on readings in different disciplines which are discussed and analyzed to show the interrelatedness of knowledge.

ENG 105 Freshman English II Honors (3-0) 3 hrs.
An advanced reading and writing course for students with strong backgrounds in these areas. Readings will encompass four genres: the novel, short story, poetry, and drama. Papers emphasize analytical and writing skills. This course is designed for the student who has a special interest in examining literature in depth and in learning about critical modes. This course is a substitute for ENG 102. Prerequisite: ENG 104 or ENG 101 with permission of instructor.

ENG 106 Foundations of Literature: Stories of the Bible, Mythology, and Folk Tales (3-0) 3 hrs.
This course provides a cultural base for students interested in reading and studying literature. A wide variety of stories from the Bible, mythology, and folk tales are read and analyzed for universal qualities and as sources for analogies, symbols, and themes found in much of the world’s literature. Prerequisite: ENG 101 or ENG 104.

ENG 201 American Literature: 1620 - 1865 (3-0) 3 hrs.
A study in selected readings from the important literature of the United States. Emphasis is placed on the most significant writings of representative authors from colonial times to 1865. Prerequisite: ENG 102 or permission of instructor.

ENG 202 American Literature: 1865 - Present (3-0) 3 hrs.
A study of selected readings from the important literature of the United States. Emphasis is placed on the most significant writings of representative authors from 1865 to the present. Prerequisite: ENG 102 or permission of instructor.

ENG 203 World Literature I (3-0) 3 hrs.
A chronological survey of selected readings from the important literature of Greece, Rome, the Far East, and continental Europe, from ancient times to the Renaissance. Prerequisite: ENG 102 or permission of instructor.

ENG 204 World Literature II (3-0) 3 hrs.
A continuation of ENG 203. A chronological survey of selected readings from the important literature of Europe, the Far East, South America, and Africa, from the Neoclassical, Romantic, Realism, and Modern Periods. Prerequisite: ENG 102 or permission of instructor.

ENG 206 The Short Story (3-0) 3 hrs.
The study of the short stories of 19th century and contemporary writers. The different stories include themes of love and loss, families and relationships, and questions of faith. Discussion, analysis, and writing formulate the activities. Prerequisite: ENG 102 or permission of instructor.

ENG 207 Topics in Literature (3-0) 3 hrs.
This course is designed to treat literature as it illustrates certain themes of human concern and the content will vary from semester to semester. Specimen topics might include Alienation in Modern Literature, Women in Literature, the Initiation Theme in Literature, Utopias: Alternative Life Styles, Literature into Film, and Science Fiction. Prerequisite: ENG 102 or permission of instructor.

ENG 209 Introduction to Children's Literature (3-0) 3 hrs.
A survey of quality literature past and present for children and young adults. In this course there will be an exploration of a range of works written for or read by children and early adolescents in an effort to understand better the nature and value of children's literature. The exploration will start with picture-books and progress through read-to-me, read-with-me books and continue up to works designed for young adults. An examination of Caldecott and Newberry Award Winners will help the student understand what makes certain works written for and read by children good. Prerequisite: ENG 102 or permission of instructor.

ENG 213 Introduction to Dramatic Literature (3-0) 3 hrs.
This course is an introduction to the history and genre of drama. By exploring some of the best-known plays throughout theatre history and how they were performed students will develop an understanding of, and appreciation for the theatre. Lectures, films, and attendance will provide students with a partial overview of the vast range of theatre history and literature. Prerequisite: ENG 102. (also listed as THE 210)

ENG 215 Literature of the Environment (3-0) 3 hrs.
The purpose of this course is to develop a deeper understanding and appreciation for writings on nature. The focus is on American nature writing presented chronologically from William Wood (1634) to Barry Lopez (2000). The selected writings are illustrative of the three main dimensions of nature writing: natural history information, personal responses to nature, and philosophical interpretation of nature. Prerequisite: ENG 101 or permission of instructor.

ENG 221 Creative Writing (3-0) 3 hrs.
This course focuses on the writing of short stories and poetry. Techniques and skills of these forms are examined in class and practiced in student writing. Previous experience in fiction writing or in poetry is not required, but the student is expected to be proficient in the mechanics of writing. Prerequisite: ENG 101 or permission of instructor.

ENG 222 Creative Writing II (3-0) 3 hrs.
A writing seminar for serious practitioners of literary forms. Participants will engage in organizing a personal writing project and will present writing in the seminar for appraisal. Previous experience in various forms of writing is assumed. Prerequisite: ENG 101 or permission of instructor.
ENG 223 Journalism (3-0) 3 hrs.
This is an introductory course into the skills of the practicing journalist. Emphasis will be on the study of news gathering and news writing techniques. Students will employ these skills in the production of material suitable for use in the school newspaper and other news publications. Prerequisite: ENG 101. B

ENGINEERING SCIENCE

ESC 100 Introduction to Engineering (1-0) 1 hr.
An introductory descriptive course about engineering. Topics include: the various branches of engineering and their history, famous engineers, engineering education today, and the career paths in engineering. F

ESC 105 Engineering Graphics (1-5) 3 hrs.
This course includes technical sketching, visualization, design, and the use of computer aided design (CAD). Topics include geometric construction and modeling, lettering, freehand sketching, orthographic projection, isometric projection, oblique projection, sectional views, dimensioning, working drawings, and the use of CAD software. Emphasis is on developing both manual sketching and CAD skills to convey engineering designs in accordance with industry standards. S

ESC 172 Computing for Engineers (3-1) 3 hrs.
This is a computation course for engineering and technical students. Topics covered include: problem solving, data acquisition, numerical analysis, computer programming concepts and spreadsheet concepts. The course uses LabVIEW and MATLAB software packages as the main computational tools. B

ESC 210 Engineering Design I (2-0) 1 hr.
This course is the first part of a two-course sequence in engineering design. It involves the paper design and analysis of a mechanical system whose major component is associated with robotics. The students will work in teams. Team members will include engineering and technology members, reflecting a real life industry setting. Prerequisite: permission of instructor. F

ESC 211 Mechanics I (Statics) (3-0) 3 hrs.
This introductory course presents the theory and application of the principles of statics for use in subsequent courses and in engineering practice. The subject of statics deals with bodies at rest or in equilibrium, including a study of force systems, vectors, analytical methods of solution, friction, center of gravity and centroids, moments of inertia of areas. Prerequisites: MAT 272, PHY 151. F

ESC 212 Mechanics II (Dynamics) (3-0) 3 hrs.
This course is the second semester of a two-semester sequence in Engineering Mechanics. It presents the fundamental laws of Newtonian dynamics for particles and rigid bodies, provides a rigorous methodology for solution of problems, and presents a wide variety of examples of application. The course relies heavily on the use of vectors and vector algebra. Subject areas discussed are kinematics of particles, including rectilinear, relative and curvilinear motion; kinetics of particles, including Newton’s Laws, dynamic equilibrium, angular momentum, work, energy principle, conservation of energy, and impulse-momentum; kinematics of rigid bodies, including Newton’s Laws, angular momentum, plane motion, work and energy; introduction to vibrations (time permitting). Prerequisite: ESC 211. S

ESC 213 Strength of Materials (3-0) 3 hrs.
A study of the basic concepts of strength of materials; stress and strain in external loading, shear and torsion; centroids and moments of inertia; shear, moment, and stress in beams; load, shear and moment diagrams; design and deflection of beams (statically determine and indeterminate); combined stresses; welded, bolted and riveted joints; columns. Prerequisite: ESC 211. S

ESC 220 Engineering Design II (2-0) 1 hr.
This course is a continuation of Engineering Design I. It involves the completion of the design that was started in the first course and culminates in the manufacturing of a prototype of the paper design. The students will work in teams. Team members will include engineering and technology members, reflecting a real life industry setting. Prerequisite: ESC 210. S

ESC 222 Electric Circuits (3-2) 4 hrs.
This course is designed as the introductory course in linear circuit analysis normally offered to engineering students in the sophomore year. It provides an introduction to the theory of circuit analysis. Subject areas include: basic circuit quantities, voltage and current sources, pure resistive circuits, Kirchoff’s Laws, equivalent resistances, nodal analysis, loop analysis, linearity, source transformation, Thévenin and Norton theorems, capacitance and inductance, RC, RL, and RLC circuits, sinusoidal response, phasors, power. An introduction to op-amps is included. There is a strong emphasis on problem solving, and many examples will be worked in class. Homework will be assigned at each class. Prerequisite: PHY 152 or permission of instructor. S

ESC 235 Introduction to Thermal Science (3-0) 3 hrs.
First course in thermal science. Basic concepts and fundamental laws of thermodynamics. Heat transfer by conduction, convection, and radiation. Engines, power and refrigeration cycles. Prerequisites: MAT 272, PHY 151. F

ENVIRONMENTAL SCIENCE

ENV 217 Environmental Planning and Impact Analysis (3-0) 3 hrs.
This is an introductory course in the multi-disciplinary field of environmental planning. Techniques used to identify, inventory, and evaluate natural resources are examined. Local case studies, regulatory laws, and the environmental decision-making process are reviewed. Topics are developed further through assigned readings and classroom discussions. Students put concepts into use with realistic projects, involving local environmental land use issues. (Also listed as CON 217.) F

FRENCH

FRN 101 French I (3-0) 3 hrs.
FRN 101 is a beginning language course designed for students with no previous experience in French, or whose experience does not make placement in a higher level
French course advisable. The course is designed to provide students with the fundamentals of French pronunciation and grammar, as well as an introduction to francophone culture. The course will stress the development of communication skills, especially listening and speaking, but will also promote reading and writing skills. 

**Prerequisite:** Placement in ENG 101 per FLCC placement exam or satisfactory completion of ENG 101. 

**FRN 102 French II (3-0)** 
3 hrs. 
FRN 102 is a continuation of the introductory level language course (FRN 101), with increased emphasis on vocabulary enrichment and the development of speaking ability as well as strengthening listening and reading comprehension skills. Students at this level will also continue to develop insights into francophone culture and to draw comparisons with their own culture. 
**Prerequisite:** Placement in ENG 101 per FLCC placement exam or satisfactory completion of ENG 101 and FRN 101 (or the equivalent) or permission of the instructor. 

**FRN 105 Conversational French I (1-1)** 
1 hr. 
The purpose of this course is to develop French language conversational ability by providing students with additional opportunities to practice speaking and listening skills. It will also complement the parent foreign language course (i.e., French 101) by reinforcing the grammar, vocabulary, and cultural points presented in that course. Emphasis will be placed on oral practice. 
**Corequisite:** A student must be enrolled in French 101 in the same semester that he/she is enrolled in the conversation course. 

**FRN 106 Conversational French II (1-1)** 
1 hr. 
The purpose of this course is to continue developing French language conversational ability by providing students with additional opportunities to practice and refine speaking and listening skills. It will also complement the parent foreign language course (i.e., French 102) by reinforcing the grammar, vocabulary, and cultural points presented in the course. Emphasis will be placed on oral practice. 
**Corequisite:** A student must be enrolled in French 102 in the same semester that he/she is enrolled in the conversation course. 

**FRN 175 Foreign Language Immersion (3-0)** 
3 hrs. 
The purpose of this course is to provide students with a linguistic and cultural travel experience relative to previous coursework in French. This travel course is conducted in different locations throughout the French-speaking world. The course will emphasize improving French language proficiency as well as developing an understanding and appreciation of the host country culture. Students will study French at a recognized language institute in the destination site, and will also have the opportunity to do some escorted touring, including touring the capital city. Students will be housed in family homestay accommodations for the majority of the trip. On the first day of class at the host institution, students will take a placement exam and will subsequently be divided into different groups according to their level of ability in French. 
**Prerequisite:** A minimum of one semester of college-level French (or the equivalent), plus permission of the instructor. 

**FRN 201 French III (3-0)** 
3 hrs. 
FRN 201 expands on the vocabulary and grammatical structures introduced in the first two semesters of study. Emphasis is on the continued development of French language skills through the study and discussion of authentic readings in francophone literature and culture. Students will learn strategies to improve reading comprehension and fundamental composition writing skills. 
**Prerequisite:** French 102 (or the equivalent) or permission of instructor. 

**FRN 202 French IV (3-0)** 
3 hrs. 
FRN 202 is a continuation of the intermediate level course (FRN 201). Emphasis is on enhancing communication skills in French, both spoken and written. Students will refine critical reading and writing skills through further exploration of francophone literature and culture. 
**Prerequisite:** French 201 (or the equivalent) or permission of instructor. 

**FRN 205 Conversational French III (1-1)** 
1 hr. 
The purpose of this course is to continue developing French language conversational ability by providing students with additional opportunities to practice and refine speaking and listening skills. It will also complement the parent foreign language course (i.e., French 201) by reinforcing the grammar, vocabulary, and literary points presented in that course. Emphasis will be placed on oral practice. 
**Corequisite:** A student must be enrolled in French 201 in the same semester that he/she is enrolled in the conversation course. 

**FRN 206 Conversational French IV (1-1)** 
1 hr. 
The purpose of this course is to continue developing French language conversational ability by providing students with additional opportunities to practice and refine speaking and listening skills. It will also complement the parent foreign language course (i.e., French 202) by reinforcing the grammar, vocabulary, and literary points presented in that course. Emphasis will be placed on oral practice. 
**Corequisite:** A student must be enrolled in French 202 in the same semester that he/she is enrolled in the conversation course. 

**FRESHMAN SEMINAR** 

**FS 100 First Year Seminar (2-0)** 
2 hrs. 
First year seminar teaches students about the nature and purpose of a college education. Course topics provide students the opportunity to acquire and apply the skills and strategies necessary to meet their educational goals. Topics range from personal growth issues such as goal setting and time management to the academic survival skills of textbook reading, test-taking, and writing. Additionally, students will learn the resources and services the College offers to help maximize their educational experience. 

**GENERAL STUDIES** 
(Courses do not fulfill humanities, social science, science or mathematics requirements. GST courses only fulfill general electives.) 

**GST 101 First Year Student Seminar (3-0)** 
2 hrs. 
First Year Student Seminar is designed to acquaint students with the nature and purpose of a college
education and provide them with knowledge of the resources for helping them acquire the skills and techniques necessary to achieve their academic goals. B

GST 102 College Composition (3-0) 3 hrs.
This course approaches writing as a process and is designed to aid students in developing and refining writing ability. Emphasis is placed on the prewriting, writing, and revising stages of paragraph and essay writing. B

GST 106 Grammar and Sentence Basics (1-0) 1 hr.
The focus of this five week course is to provide students with instruction in basic grammar and sentence construction. This course is graded S (Satisfactory) or U (Unsatisfactory). B

GST 107 Paragraph Basics (1-0) 1 hr.
The focus of this five week course is paragraph development and the use of organizational patterns. This course is graded S (Satisfactory) or U (Unsatisfactory). B

GST 108 Essay Basics (1-0) 1 hr.
The focus of this five week course is the development of multiple paragraph essays and includes prewriting, drafting, revising and editing. This course is graded S (Satisfactory) or U (Unsatisfactory). B

GST 116 College Study Strategies (3-0) 3 hrs.
An examination of learning theories and strategies necessary for college success. Topics include: note taking; memory development; textbook reading; test taking; current research techniques; goal setting; and time and stress management. Students will also complete a community project. The course objective is for students to become independent learners who will succeed in college. B

GST 117 College Success Strategies (1-0) 1 hr.
This five week course will address goal setting, motivation, time and stress management, note-taking and test-taking strategies. B

GST 118 College Reading Strategies (1-0) 1 hr.
This five week course will focus on college reading strategies, reading comprehension, and read/study systems. B

GST 119 College Writing Strategies (1-0) 1 hr.
In this five week course, students will be guided through the steps needed to complete a research paper. B

*The student can enroll in one, two, or all three of the modules. The course is similar to GST 116 and is considered its equivalent if all three modules are elected.

GST 121 Effective Reading (3-0) 3 hrs.
This course is designed to improve a student’s understanding of written materials in college. Emphasis is placed upon the development of vocabulary skills and literal and critical comprehension skills. Specific instruction is based upon an assessment of the student’s current level of performance. Class size is limited to provide opportunities for individualization and/or small group instruction. B

GST 141 Basic Mathematical Concepts for Nursing Students (1-0) 1 hr.
Provides incoming nursing students help in mathematics skills essential to the safe administration of medications. The emphasis will be on (1) complete understanding of fractions, decimals, and percentages and how they work, (2) dimensional analysis, (3) conversion from one standard of measure to another, (4) basic equational relationship, and (5) how to solve problems. Students will be informed by the Nursing Department of the need to take this course. This course will be offered in late August and Jan Plan and will be open only to nursing students. Course is graded on a Satisfactory or Unsatisfactory basis. B

GST 142 Fundamental Mathematics and Algebraic Skills (3-0) 3 hrs.
A beginning course in mathematics designed to prepare the student for further pursuits in algebra or statistics. This is an introductory course in algebra for the student who has had no algebra or minimal algebra skills. Topics include integers, algebraic expressions, exponents, one variable first-degree equations and inequalities, applied problems, polynomials, factoring, and coordinate plane and two-number equations. (Used for general elective credit only.) B

GST 201 Teacher Assistant I (3-0) 3 hrs.
This course is designed to prepare paraprofessionals to assist certified teachers in the education of children. Students will develop the instructional techniques necessary to function as a teacher assistant, gain an understanding of the functioning of a school system, and explore current trends in education. F

GST 202 Teacher Assistant II (3-0) 3 hrs.
This course is also designed to help prepare paraprofessionals to assist certified teachers in the education of children. Students in the course will develop the skills necessary to effectively manage students’ behavior and environment, develop an understanding of the various levels of child growth and development, and learn to communicate and cooperate effectively with students and co-workers. S

High School Equivalency Preparation (SCP 087/088) no credit
This course is offered in the Fall and Spring to help students prepare for the High School Equivalency (G.E.D.). There is no cost for the course. B

Adult Basic Education Program (SCP 087/088) no credit
This course is offered in the fall and spring and is designed to help students without a high school diploma to improve basic reading, writing, and mathematics skills. It often leads to enrollment in the High School Equivalency Preparation course. It is held in the day and evenings. There is no cost for the course. B
GIS 130 Introduction to Geographic Information Systems (2-2) 3 hrs. This is an introductory level geospatial technology course designed to introduce students to the concepts and theories of geographic information systems (GIS) and the practice of geospatial analysis. This course consists of a lecture component and a laboratory component. Students will learn to apply GIS concepts through hands-on exercises designed to explore and analyze spatial data. Students will use leading geospatial software used by numerous professions including natural resources conservation and sustainability, business management, criminal justice, and community planning. (Also listed as CON 130.) F

HISTORY

HIS 100 Shaping of Western Society I (3-0) 3 hrs. A study of selected major traditions, values, institutions, and ideas which have shaped Western civilization from antiquity through the Renaissance era (c. 1650). Topics to be studied within the framework of the individual and society may include the developments of law and the state, social change, the Judeo-Christian experience, and popular movements. May be taken to fulfill either a Humanities (HUM 100) or Social Science (HIS 100) elective requirement. (Also listed as HUM 100.) B

HIS 101 Shaping of Western Society II (3-0) 3 hrs. A study of selected topics organized around the theme of the individual and society that have occurred within the Western tradition since the 18th century and progressing to the present day. Topics to be studied may include political revolution, industrial capitalism and socialism, social change, war and peace, and recent developments within Europe and between Europe and non-European nations. HIS 100 or HUM 100 is NOT a prerequisite. May be taken to fulfill either a Humanities (HUM 101) or Social Science (HIS 101) elective requirement. (Also listed as HUM 101.) B

HIS 110 United States History I (3-0) 3 hrs. A study of the foundation of American History with emphasis on political, economic, social, and intellectual ideas from its settlement through 1877. B

HIS 111 United States History II (3-0) 3 hrs. A continuation of the first semester course. Beginning with the reconstruction, the nation’s development is traced to the present time. B

HIS 122 Modern World History (3-0) 3 hrs. This course is a survey of modern historical developments of principle non-western societies/cultures including India, China, Japan, Korea, the Middle East/Islam, and Africa. It broadly addresses the development of these civilizations and the influences of major historical trends and events up through the present, including early history and culture; western influence; conflict/war; reform movements; contemporary events; and related international affairs. B

HIS 206 The Indian in American History (3-0) 3 hrs. An introduction to the role played by the Native American peoples in the history of the American nation from pre-Columbian times to the present. The student will examine the white images of the Indian as they evolved in our nation and the relations between white and Indian in order to understand more clearly the contemporary Indian Americans as people. Special emphasis will be given to northeast Native people, in particular the Iroquois. Prerequisite: HIS 111 or permission of instructor. B

HIS 215 Ireland History, Culture, and the Politics of Peace (3-0) 3 hrs. This course will examine Irish history and culture through a wide spectrum of topics, covering: mythology, folklore, literature, music, art, history, and politics. Issues of cultural identity will be discussed with special focus on literary response to social events in the course of Irish history. This course emphasizes reading, writing, and oral presentation with strong emphasis on critical evaluation and discussion of historical, social, cultural, and political issues. Students will be exposed to Irish art and Irish music and theatre. B

HIS 261 War and Society in the 20th Century (3-0) 3 hrs. Focusing on the period 1890 to 1950—from the First World War through the Second World War and emergence of the Cold War—this course will examine the crucial interaction between war and society in the conflict-ridden twentieth century. Topics will include: how war has sparked dramatic social change and how society has given both form and substance to modern war. Prior completion of HIS 101, HIS 111, or HIS 122 is strongly recommended, but not required. B

HIS 269 The United States History since 1945 (3-0) 3 hrs. Liberal ascendancy and the Cold War; the Fair Deal; modern Republicanism; the Great Society; an assertive America, culminating in Vietnam; the New Right; the post Cold War world. Prerequisites/Corequisites: HIS 111 or 122, or a score of 85 or higher on the Regents Exam in U.S. history. S

HONORS

HON 100 Interdisciplinary Honors Seminar I (3-0) 3 hrs. A course developed around major themes that will be approached from the perspective of various academic disciplines. This course is designed to facilitate in depth study of the topics selected each semester. Prerequisite: Open to all students interested in a particular seminar topic as well as Honors students. See Honors Director for details. B

HON 200 Interdisciplinary Honors Seminar II (3-0) 3 hrs. This course description is the same as HON 100. The Honors Seminars will alternate between problem topics such as “Challenges of the Technological Society” and such philosophical considerations as “Justice: Absolute and Transitional Aspects.” Prerequisite: Open to all students interested in a particular seminar topic as well as Honors students. See Honors Director for details. B
HORTICULTURE

HRT 100 Introduction to Wines and Vines (3-0)  3 hrs.
This course is designed to introduce the student to the world of wine grapes, from cultural history and geography to plant taxonomy and anatomy. Topics covered in this course include wine producing regions, varieties grown, and important factors for successful crops. The wine tasting component of the course will be conducted at the Canandaigua Wine and Culinary Center, where the students will learn to distinguish wines and how to pair wines with food. They will take the examination to become internationally certified wine tasters. (Also listed as VIT 100.) F

HRT 105 Basic Viticulture Techniques (3-0)  3 hrs.
This course is designed to introduce students to current practices for establishing a commercial vineyard and maintaining its vigor and productivity once established. Topics covered include site analysis, varietal selection, grafting and rooting cuttings, planting, pruning and trellising methods. Tractor operation and equipment safety will be covered, along with fertilization techniques, cover crop election, and weed management strategies. (Also listed as VIT 105.) S

HRT 110 Introduction to Horticulture (3-0)  3 hrs.
Emphasis on the numerous specialties in Ornamental Horticulture. Also a study of plants as living organisms, theory of pruning, fertilizing for healthy plants, hormones in plants, grafting and soil conditioning. Nutrient response of plants, soil fertility, fertilizers, fertilizer calculations, and spreader calibration will also be covered. This is recommended as a beginning course in Ornamental Horticulture. F

HRT 111 Tree Culture & Maintenance (3-0)  3 hrs.
(Course can be used as either a conservation or horticulture elective.) Designed for individuals who desire a knowledge of tree health, value assessment, pruning, cavity work, wound treatment, climbing, general repair of trees, techniques of fertilization and transplanting. Practical aspects and field experience are emphasized. S

HRT 130 Introduction to Floriculture (3-0)  3 hrs.
This course deals with flower production, use, and merchandising. Special emphasis on production and forcing of flowers for holidays as well as floral arrangements. Practical greenhouse experience included. S

HRT 151 Plant Materials (3-0)  3 hrs.
This course exposes students to the identification, selection, adaptation, and utilization of common ornamental and native plants in New York State. Landscape value and wildlife usage of plants will be discussed where appropriate. The student will gain identification proficiency in association with knowledge of plant pattern and environmental planning. Field trips to Canandaigua area plant viewing locations are included. (Also listed as BIO 151.) F

HRT 160 Unique Horticulture Facilities (1-1)  1 hr.
This three- to four-day course provides students with field and travel experiences relative to their coursework in ornamental horticulture. This travel course is conducted in different locations in the Northeastern United States that are noted for their botanical gardens and horticulture facilities. Students will be provided with the opportunities to observe a wide variety of plant species and learn about their identification and care. Employment opportunities at the visited facilities will be explored. S

HRT 200 Integrated Pest Management (3-0)  3 hrs.
Designed to provide the students with a working knowledge in developing environmentally sound programs in limiting harmful plant diseases and pests. The course will emphasize the principles and practices of integrating chemical, culture, and biological controls; and pesticides and the environment. Training students in the types and usage of pesticides and pesticide equipment will be included. Field trips. S

HRT 201 Landscape Design (3-0)  3 hrs.
This course presents the currently accepted landscape design principles and helps develop skills in graphic landscape presentation. Included will be the theory and principles of landscape design for private homes or commercial enterprises, along with relationships between principles of landscape design and elements of the environment that lead to sound ecological practices. Graphic presentation and discussion of design elements will be emphasized. S

HRT 202 Landscape Construction and Maintenance (3-0)  3 hrs.
This course will familiarize students with construction of walks, drives, walls, patios, fireplaces, garden structures, lawns, flowerbeds; and the planting and staking of trees and shrubs. Maintenance practices for the landscape, including actual pruning of small trees and shrubs, irrigation, and Spring and Fall preparation of the landscape will be studied. Topics on business establishment and operation as well as bidding the job will be discussed. S

HRT 203 Turf Management (3-0)  3 hrs.
This course deals with grasses and grass varieties, cultural requirements of turfgrass, establishment, mowing, dethatching, aerating, fertilizing, irrigation, and weed control. F

HRT 204 Plant Propagation and Nursery Management (3-0)  3 hrs.
This course will familiarize the student with methods of increasing plant numbers and producing a salable product. Topics include growth structures, media, plant culture, sexual and asexual propagation, grafting, and nursery management. Practical greenhouse and field experience included. B

HRT 220 Field Experiences in Horticulture (3-0)  3 hrs.
A field course requiring the student to work with appropriate horticulture employers and agencies to gain practical on-the-job experience. Prerequisite: A.A.S. Ornamental Horticulture students must complete a minimum of 30 credit hours and Ornamental Horticulture Certificate students must complete a minimum of 15 credit hours prior to enrolling in HRT 220. Permission of instructor may also be obtained in isolated cases. 4 hour workshop; 75 hours work requirement. S

HRT 221 Conservation/Horticulture Topics I (1-0)  1 hr.
This course is designed to provide students with specialization in an area related to their occupational or educational interest, and to provide students the
opportunities to become more familiar with conservation and horticulture practices. Topics typically involve a field component and may be held as a residential course at the Muller Field Station. (also dual-listed with CON 221.) B

HRT 222 Conservation/Horticulture

Topics II (2-0) 2 hrs.
This course is designed to provide students with specialization in an area related to their occupational or educational interest, and to provide students the opportunity to become more familiar with conservation and horticulture practices. Topics typically involve a field component and may be held as a residential course at the Muller Field Station. (also dual-listed with CON 222.) B

HRT 223 Conservation/Horticulture

Topics III (3-0) 3 hrs.
This course is designed to provide students with specialization in an area related to their occupational or educational interest, and to provide students the opportunity to become more familiar with conservation and horticulture practices. Topics typically involve a field component and may be held as a residential course at the Muller Field Station. (also dual-listed with CON 223.) B

HOTEL & RESORT MANAGEMENT

HTM 100 Principles of Hotel/Resort Operations (3-0) 3 hrs.
An overview of the history, organizational structure, and economics of the hotel business and career opportunities in the hospitality industry. The emphasis of the course will be an examination of the technical operations integral to hotel and resort management. Areas of study will include: hotel and resort operations; front office operations; food, beverage and restaurant operations; housekeeping and engineering; sales; and staff management. B

HTM 130 Introduction to Food and Beverage (3-0) 3 hrs.
This course examines the complexities of food and beverage management. Both hotel food service operations and free-standing restaurants will be discussed. Students will explore menu planning, pricing, sanitation and safety, kitchen layout, storage facilities and principles, food preparation techniques, purchasing and inventory, beverage control, responsible beverage management, and food service presentation methods. B

HTM 135 Rooms Division Management (3-0) 3 hrs.
This course will provide detailed analysis of the policies and procedures utilized in managing the rooms division of a hotel. Predominant areas of study will include the front office and housekeeping. The student will explore guest check-in and check-out, front office operations and structure, reservations and the switchboard, the accounting process, and the night audit. The day-to-day functions of an effective housekeeping department, cleanliness standards, housekeeping procedures, inspecting, and cleaning supplies and equipment will also be discussed. Each student will focus on methods for cultivating a service-oriented attitude in rooms division employees. S

HTM 205 Principles of Food Production (1-1/2 – 2-1/2) 4 hrs.
This course is an introduction to the basic principles of food preparation. Topics of study include kitchen organization and efficiency, equipment usage, recipe utilization and manipulation, food composition, preparation methods, ingredient uses and availability, product evaluation, sanitation techniques, and kitchen safety. Prerequisites: HTM 100 and HTM 130. S

HTM 210 Hospitality Computer Applications (3-0) 3 hrs.
This course allows the student to interact with LODGEMATE, a state-of-the-art, Front Office Property Management System. Students will simulate an actual front desk experience as they enter the system and manage hypothetical guest accounts. Current hotel computerization trends will also be examined, including the latest technological advances and software packages. Additionally, students will explore hospitality applications of the PageMaker desktop publishing package. Prerequisite: HTM 100 or HTM 120. S

HTM 220 Hospitality Marketing and Sales (3-0) 3 hrs.
This course allows the student to analyze basic sales management policies and procedures. The functions of a working hotel sales department will be discussed with an emphasis on the utilization of property management system data in sales planning, brief preparation, sales presentations, and client contact. The student will also consider trade show and exhibit sales techniques, sales blitz planning and execution, and marketing research and promotional programs. Prerequisite: HTM 100. F

HTM 225 Meeting Planning and Conference Management (3-0) 3 hrs.
This course discusses the specialized field of meeting and conference management and its impact on the hotel industry. Each student will consider the component parts of a successful meeting and analyze these parts from both a meeting planner and hotel management team standpoint. Areas of study will include: site selection and negotiations, program development, banquet food service, function room set-up, conference support services, and meeting evaluation. Prerequisite: HTM 100. F

HTM 230 Hotel Law (3-0) 3 hrs.
Hotel law is designed to introduce the student to the legal issues surrounding the practices of the hospitality industry. Topics to be covered include, but are not limited to, contract law, negligence, bailment, rights of innkeepers, rights of guests, liability with respect to the sale of food and alcohol, regulation and licensing, employment issues, and casino law. F

HTM 250 Hotel and Resort Management Internship (3-0) 3 hrs.
The Hotel and Resort Management Internship Program enables Finger Lakes Community College students to supplement their academic studies and increase career awareness through field work related to the hospitality industry. The students' activities during
the internship will include both participation and observation so that they can develop applicable skills and an understanding of the overall organization and operation of a hotel facility.

HUMAN SERVICES

HUS 102 Human Services in Contemporary America (3-0) 3 hrs.
An introduction to the contemporary Human Services field. It includes a philosophical and theoretical orientation to Human Services; exploration of agency structure, personnel and services; and an agency visitation. Professional and personal human services competencies, ethics and the law are also examined.

HUS 103 Case Management (3-0) 3 hrs.
This course focuses on the case management process. Students develop a basic understanding of the primary concepts and process of case management. Attention is paid to documentation, the interview, assessment, developing a service plan, managing information, networking, monitoring services, referral and successful termination and discharge. Prerequisite: HUS 102.

HUS 204 Field Experience I (4-0) 4 hrs.
Field Experience with individual and group supervision. The student will spend six-eight hours per week in direct agency service under supervision, for a total of ninety hours during the semester and class time in small group supervision. Emphasis will be on developing and strengthening work-related competencies. Prerequisites: HUS 102, PSY 150 and permission of instructor.

HUS 205 Field Experience II (4-0) 4 hrs.
Field experience with individual and group supervision. The student will spend six-eight hours per week in direct agency service under supervision, for a total of ninety hours during the semester and class time in small group supervision. Field Experience II affords students a second placement with possibilities of exposure to a different area of human services or a similar, more intense experience. It also includes a major research project. Prerequisites: HUS 102, HUS 204, PSY 150 and permission of instructor.

HUMANITIES

HUM 100 Shaping of Western Society I (3-0) 3 hrs.
A study of selected major traditions, values, institutions, and ideas which have shaped Western civilization from the Classical Greeks through the Renaissance era (c. 1650). Topics to be studied within the framework of the individual and society may include the developments of law and the state, social change, the Judeo-Christian experience, and popular movements. Students will work with readings, simulations, type studies, visual media, and individualized activities to better understand the present through a study of the past. May be taken to fulfill either a Humanities (HUM 100) or Social Science (HIS 101) elective requirement. (Also listed as HIS 100.)

HUM 101 Shaping of Western Society II (3-0) 3 hrs.
A study of selected topics organized around the theme of the individual and society that have occurred within the Western tradition since the 18th century and progressing to the present day. Topics to be studied may include political revolution, industrial capitalism and socialism, social change, war and peace, and recent developments within Europe and between Europe and non-European nations. Students will work with readings, visual media, role playing, simulations, type studies, and individualized activities to better understand how the contemporary world evolved. HIS 100 or HUM 100 is NOT a prerequisite. May be taken to fulfill either a Humanities (HUM 101) or Social Science (HIS 101) elective requirement. (Also listed as HIS 101.)

MASSAGE

MAS 110 Swedish Massage (3-4) 4 hrs.
In this course, the student will learn the history, theory, and technique of the Swedish Massage. The five strokes of the Swedish System and the application of these strokes in full body massage will be taught. Other topics will include techniques for draping and body positioning of clients. An overview of the indications and contraindications for Swedish massage, basic hygiene, equipment, lubricants, and supplies will be presented. Instruction in “Body Mechanics” for the massage therapist and self care techniques will be covered. Corequisite: BIO 171 with a grade of C or better.

MAS 205 Medical Massage (5-2) 5 hrs.
This course will cover an introduction to medical massage, including various healthcare settings: hospital for both inpatients and outpatients, private practice, and clinics. Topics include specific medical terminology, specific techniques for pathologies and injuries, subjective and objective assessment and planning documentation for insurance cases, and the benefits of massage as prevention versus medicine. Prerequisites: BIO 171 and 172, BIO 165 and 265, MAS 110, 210, 211, 215 each with a grade of C or better. Corequisites: MAS 220, MAS 245, MAS 250.

MAS 210 Shiatsu I (4-3) 4 hrs.
This course will present the fundamentals of classical Shiatsu theory, the emerging styles of classical and modern Shiatsu modalities, the history of Chinese medicine, traditional Chinese medical concepts as they relate to Shiatsu, Oriental anatomy, the anatomy of energy, and Oriental physiology. The methods of assessment and the techniques for formulating a treatment will also be covered. This course will prepare students for MAS 211 Shiatsu II. The students will be introduced to the practice of Shiatsu with hands-on demonstrations and practice, during the two-hour laboratory component of the course. Prerequisites: BIO 171 and MAS 110 with grades of C or better. Corequisites: BIO 172 and BIO 165.

MAS 211 Shiatsu II (4-3) 4 hrs.
This course will emphasize hands-on demonstrations and practice of the Shiatsu technique. The philosophy of Oriental thought and Oriental medical theory taught in MAS 210 Shiatsu I will be expanded upon and will be the basis for the evolution of the Shiatsu technique practiced in this course. Central theoretical concepts will be reviewed through a combination of lecture and hands-on palpation of energy centers, meridians, and acupuncture point points (tsubos). Students will practice energy assessment and will learn to give a full Shiatsu treatment. The practice of Shiatsu involves body mechanics which train the practitioner to originate
thought, energy, and movement from the Hara. Therefore, the study of Shiatsu includes not only the practice of a physical technique, but requires the integration of Oriental philosophical principles to reach a state of centeredness and calm necessary to energy assessment. Students will learn the concept of “Bodymind” as one entity. Prerequisites: BIO 171 and 172, BIO 165, MAS 110, MAS 210 each with a grade of C or better. Corequisites: BIO 265, MAS 215. F

MAS 215 Connective Tissue and Neuromuscular Massage Therapies (3-4) 4 hrs.
This course will cover two bodywork modalities utilized in the relief of myofacial (soft tissue) pain/dysfunction syndromes: 1) neuromuscular therapy (NMT), which emphasizes the role of the nervous system in muscle pain, and 2) connective tissue therapy (CTT), which focuses on freeing muscle structures from hardened and adhered connective tissue. Prerequisites: BIO 171 and 172, BIO 165, MAS 110, MAS 210 each with a grade of C or better. Corequisites: BIO 265, MAS 211. S

MAS 220 Law and Ethics (2-0) 2 hrs.
This course informs students about the legal and ethical aspects for the profession of a licensed massage therapist (LMT). Topics included in the course are: legal standards, professional conduct, unprofessional conduct, professional misconduct, and disciplinary procedures. Other topics include the examination of the code of ethics of an LMT, standards for practice, and ethical decision making. Paperwork and procedures necessary for applying to take the New York State Massage Therapy licensing exam will be reviewed. Prerequisites: BIO 171 and 172, BIO 165 and 265, MAS 110, MAS 210, MAS 211, MAS 215 each with a grade of C or better. Corequisites: MAS 205, MAS 250, MAS 245. S

MAS 225 Alternative Therapies (3-0) 3 hrs.
This course explores the variety of options available today for use in the pursuit of holistic health. Alternative therapies will be viewed as complementary to the existing medical system. The course will look at the theories, clinical research, politics, and controversies around the use of various alternative healing modalities. It will provide the student with information to evaluate the use of complementary therapies in healing and health maintenance. The format of this course includes lecture, class discussion, guest speakers, audiovisual aids, and student presentations. This course is open to anyone interested in alternative therapies. (Also listed as NUR 220.) B

MAS 240 Massage Field Experience 2 hrs.
Seventy hours of field experience will be spent in a massage/complimentary treatment center. The student will enter the facility under terms laid down by said facility. The facility will provide direct supervision and the field coordinator indirect supervision for the student. Five hours of classroom experience will also be included. Prerequisite: MAS 110, MAS 210 with a grade of C or better. SU

MAS 245 Massage Therapy Research (2-0) 2 hrs.
This course introduces students to research and critical appraisal in the complementary and alternative health care field with a special emphasis on massage therapy research. It will focus on the need to ask questions about the practice of massage therapy and how to construct good clinical questions. Topics will include: becoming a reflective massage therapist, finding evidence to support the work of the massage therapist, understanding the scientific evidence, evaluating the evidence and then applying the evidence to practice. Prerequisites: MAS 211, MAS 215. Corequisites: MAS 220, MAS 250. S

MAS 250 Massage Therapy Practicum (0-4) 2 hrs.
This course affords massage therapy students the opportunity to administer their massage skills to fellow students, acquaintances, and members within the community. Supervised by massage therapy faculty, these clinic sessions will closely simulate a massage therapist’s practice. Students will utilize communication skills, intake procedures, massage techniques, as well as post-massage feedback from clients and instructors. Students keep detailed records of their work and reflect upon their experience and progress in workbook study. A percentage of each student’s practice sessions are community service massages. The practicum provides students with a wide range of experience and provides members of the community with the benefits of therapeutic massage. Prerequisites: BIO 171 and 172, BIO 165 and 265, MAS 110, MAS 210, MAS 211, MAS 215 each with a grade of C or better. Corequisites: MAS 205, MAS 220, MAS 245. S

MAS 255 Massage Travel/Study Experience (3-0) 3 hrs.
This course provides students with an observational and hands-on study of various massage techniques and healing modalities that derive from other cultures. This course may be conducted in different locations throughout the world where specific styles of massage therapy techniques originated. Students will also partake in lecture about the cultural history and underlying theory that these practices are based on, as well as travel within the country to visit historical sites that are relevant to the history of massage therapy and wellness in the specific culture. Due to the extensive travel requirements, a limited number of students will be enrolled in each section. Unless otherwise specified by the course instructor, the course will be limited to students who are matriculated in the Therapeutic Massage/Integrated Health Care Program with a minimum of two semesters completed, or have a New York State Massage Therapy License. SU

MATHEMATICS

MAT 101 College Mathematics I (3-0) 3 hrs.
This course is intended for the liberal arts student. The purpose of this course is to share the excitement and enjoyment of contemporary mathematical thinking. The course answers the question, “What do mathematicians do, practice, or believe in?” The use of mathematics in areas of business and industry, politics, networking and telecommunication, and elementary statistics will be studied with the intent to develop reasoning ability, logical thinking, critical reading, and written and oral communication. The topics are selected so that they are self-contained. These include management science, social choice, statistics, and growth and symmetry. Prerequisite: High school algebra or equivalent. B

MAT 110 Business Mathematics (3-0) 3 hrs.
This course is directed toward the student who wishes to study mathematics with business and financial applications. The philosophy of the department is that this course is
a mathematics course using business-related topics to enhance the student’s abilities in, and appreciation for, mathematics. The course topics are chosen so as to be of interest to a broad range of students. Among the topics chosen are trade discounts, cash discounts, markup and markdown, simple interest, simple discount, compound interest, present and future value of annuities, savings programs (IRAs, 401K’s, etc.) loans, mortgages, credit cards, etc. \textit{Prerequisite:} High school algebra or equivalent. B

\textbf{MAT 121 Statistics I (3-0) 3 hrs.}

A first course in statistics designed to introduce descriptive statistics of one and two variables and probability and to assimilate those concepts into an understanding of probability distributions. Topics include central tendency, variability, graphing, linear correlation and regression, dependent and independent probability, and discrete and continuous probability distributions. Scientific calculator required. \textit{Prerequisite:} GST 142 or equivalent. B

\textbf{MAT 122 Statistics II (3-0) 3 hrs.}

A continuation of Statistics I (MAT 121) with an introduction to statistical research. Topics included are statistical inferences of hypothesis testing and estimation for means, proportions, and variances; determination of sample size; uses of the Chi-square distribution; analysis variance, linear correlation and linear regression; non-parametric statistics and statistical research. Also included is an application of computer usage - specifically Minitab. \textit{Prerequisite:} MAT 121. B

\textbf{MAT 145 College Algebra (3-0-1) 3 hrs.}

This course is directed towards the student learning algebraic concepts necessary to enter Trigonometry (MAT 151) and Pre-Calculus (MAT 152). Topics included in this course are the concept of a function; linear, quadratic and absolute value equations, functions and inequalities; rational equations; radical equations; exponent rules and simplification; systems of equations; and right triangle trigonometry. Solutions to these equations and inequalities may be found numerically, algebraically, and/or graphically. Throughout the course, applications are emphasized as a reason for learning algebra. \textit{Prerequisite:} GST 142 or equivalent. Graphing calculator required; see department chair for specific model. B

\textbf{MAT 152 Precalculus (3-0-1) 3 hrs.}

A continuation of the concept of functions learned in College Algebra expanding to exponential, logarithmic, polynomial, and rational functions. In addition, topics for consideration include transformations, composition, inverse functions, and trigonometric functions. This course provides in-depth study of a variety of functions, solving equations, and applications of functions. Moreover the course provides a bridge to the beginning groundwork of Calculus with the study of rates of change, extrema, and concavity. \textit{Prerequisite:} The student is expected to have completed three years of high school Regents mathematics or completed MAT 145. Graphing calculator required; see department chair for specific model. B

\textbf{MAT 180 Mathematics for Elementary School Teachers I (3-0) 3 hrs.}

This course is the first of a two-semester sequence designed for prospective elementary teachers. The course presentation and material will conform to the NCTM Standards and therefore will present mathematics in the context of problem solving, communication (both oral and written), reasoning (including direct and indirect proofs), and mathematical connections. Students will explore mathematical concepts and theories underlying the topics including: set theory, enumeration, and different number systems, operations on integers, rational and irrational numbers, prime and composite tests, divisibility, and modular arithmetic. \textit{Prerequisite:} ENG 101. B

\textbf{MAT 220 Discrete Mathematics Structures (3-0) 3 hrs.}

This course covers the basic foundation principles for the study of mathematical structures that are finite or countably finite in number (discrete). Topics to be studied include set theory, logic, algebraic structures, graph theory, propositional calculus and switching theory. \textit{Prerequisite:} MAT 152. B

\textbf{MAT 271 Calculus I (4-0) 4 hrs.}

A first course in Calculus focusing on the mathematics of changing rates. The derivative of polynomial and transcendental functions is investigated from a numerical, graphical, and algebraic approach. Applications for the use of derivatives are also explored. Introduction to the definite integral and the Fundamental Theorem of Calculus is included in this course. \textit{Prerequisite:} MAT 152. Graphing calculator required; see department chair for specific model. B

\textbf{MAT 272 Calculus II (4-0) 4 hrs.}

Anti-differentiation and integration of transcendental functions and their applications, hyperbolic functions, indefinite integral and vectors. \textit{Prerequisite:} MAT 271. Graphing calculator required; see department chair for specific model. B

\textbf{MAT 273 Calculus III (4-0) 4 hrs.}

A continuation of the usual Calculus sequence. Topics include infinite sequences and series, partial derivatives, multiple integration, vector calculus, and an introduction to differential equations. \textit{Prerequisite:} MAT 272. Graphing calculator required; see department chair for specific model. B

\textbf{MAT 274 Differential Equations (3-0) 3 hrs.}

A survey course of the study of elementary differential equations. Differential equation solution techniques are studied in conjunction with simplified modeling applications. Topics include variable separation, undetermined coefficients, parameter variation, series solution, Laplace transforms, and Euler’s methods. \textit{Prerequisite:} MAT 272. S

\textbf{MAT 276 Linear Algebra (3-0) 3 hrs.}

A survey course of the study of finite dimensional vector spaces, linear transformations and matrices. Topics covered include vector and matrix operations, determinants, systems of linear equations, linear independence, eigenvalue, and eigenvectors. \textit{Prerequisite:} MAT 271. S
MAT 280 Mathematics for Elementary School Teachers II (3-0) 3 hrs.
This course is the second of a two-semester sequence designed for prospective elementary education teachers. The course presentation and material will conform to the NCTM Standards and, therefore, will present mathematics in the context of problem solving, communication (both oral and written), reasoning, including direct and indirect proofs, and mathematical connections. Students will explore mathematical concepts and theories underlying the topics including: proportional reasoning, statistics, probability, and geometry in terms of shape, transformations, and measurement. Prerequisite: MAT 180. B

MUSIC

MUS 100 Music Appreciation (3-0) 3 hrs.
A course for the general interest student, the intent of which is to heighten the student’s awareness of the place of music in our culture and enhance his or her enjoyment of the art form itself. B

MUS 105 Basic Musicianship (3-0) 3 hrs.
Study of scales, intervals, key signatures, meters, rhythmic reading, and chords. This course is for students with little or no background in music performance or theory. B

MUS 106 Music Theory I (Lecture) (3-0) 3 hrs.
MUS 106L Music Theory I (Lab) (0-3) 1 hr.
An introductory course designed for the general student and for individuals concentrating in Music or Music Recording Technology. Students learn the fundamentals of harmony, music reading, part writing in root position, simple chorale analysis, keyboard skills, and sight singing. Attendance at two hours of aural dictation and one hour of keyboard lab weekly is required in addition to the lectures. Lecture and lab will be graded separately. Prerequisite: A score of 13 or higher on theory placement exam or a grade of C or better in MUS 105. B

MUS 107 Music Theory II (Lecture) (3-0) 3 hrs.
MUS 107L Music Theory II (Lab) (0-3) 1 hr.
Continuation of Music Theory I. Continuation of part writing triads, study of secondary dominants, continuation of study of chord and non-chord tone function in tonal system (including modulation), analysis of chorales, and introduction to analysis of easy keyboard literature of the 18th and 19th Centuries. Attendance at two hours of aural dictation and one hour of keyboard lab weekly is required in addition to the lectures. Lecture and lab will be graded separately. Prerequisite: MUS 106. B

MUS 108 Class Piano (3-0) 3 hrs.
This course provides an introduction to keyboard performance in a group setting for students with little or no prior background. It is especially appropriate for non-piano majors who must gain basic keyboard proficiency. Although music majors will be given priority, class piano is also suitable for any student who wishes to learn how to play. The course emphasizes sight reading, transposition, harmonization, and improvisation, as well as exposing the student to solo and ensemble repertory from a number of styles. B

MUS 109 Vocal Jazz Ensemble (3-0) 1 hr.
A select group of “day students” chosen annually through audition who perform jazz and pop standards. Prerequisite: Audition and approval of instructor. B

MUS 111 Master Composers I (3-0) 3 hrs.
A study of some of the well-known musical compositions by master composers from Bach to Stravinsky. F

MUS 117 Master Composers II (3-0) 3 hrs.
In Master Composers II, students will continue to study particular examples of mainstream music literature from the 17th century to the present. The course aims to create a foundation for the broad perception of historic style across genres by developing a repertory of specific representative pieces which the student has had the opportunity to examine closely. Prerequisite: MUS 111 (Also recommended: MUS 105 or the equivalent skill level.) S

MUS 118 Guitar Ensemble (0-3) 1 hr.
Members rehearse and perform guitar instrumental arrangements. B

MUS 119 Percussion Ensemble (0-3) 1 hr.
Members rehearse and perform percussion instrumental arrangements. B

MUS 120 Finger Lakes Chorale (0-3) 1 hr.
SCP 013 no credit hours
A mixed chorus of approximately seventy singers from both the College and community which performs large choral works from all principal style periods. B

MUS 125 Finger Lakes Camerata (0-3) 1 hr.
A select group of twenty-four singers chosen annually through audition who perform a cappella works and music for chamber chorus. B

MUS 126 College Singers (0-3) 1 hr.
A group of approximately fifty “day students” who rehearse and perform music in a variety of styles. B

MUS 127 Jazz Ensemble (0-3) 1 hr.
SCP 002 no credit hours
Members rehearse and perform contemporary jazz/rock arrangements and originals. Instrumental ability and some band experience are required. B

MUS 129 Performance Class I (0-3) 1 hr.
Members rehearse and perform instrumental arrangements. F

MUS 131-135, 137, 160, 161, 163-165, 167, 168 Applied Music (1-0) 1 hr.
Instruction in Voice, Piano, Classic Guitar, and a variety of band, orchestral and keyboard instruments. All students who take Applied Music pay an additional fee for the lessons in addition to the tuition charge. A minimum of twelve, forty-five minute lessons is required per semester for a single academic credit. Except for the first semester of study, students are required to play a performance examination at the end of each term. S
MUS 170 Techniques of Audio Recording I (3-0) 3 hrs.
A study of mixer formats, patch bays, decibels, acoustics, and microphones. Emphasis is on gaining practical knowledge through working with recording equipment. Consideration is also given to production concepts and aesthetics. Students will work on both studio and field recording projects. B

MUS 176 Music Business (3-0) 3 hrs.
Consideration of the business aspects of each step in the marketing of music, music services, and music products. The student learns about recording studio operation, record companies, record distribution, merchandising, promotion, administration, the media, and careers in music. B

MUS 206 Music Theory III (Lecture) (3-0) 3 hrs.
MUS 206L Music Theory III (Lab) (0-3) 1 hr.
Intermediate level work with harmony, voice leading, and analysis grounded mainly in the stylistic practice of the 18th and 19th Century tonal repertory. Includes introduction to form. Aural labs and keyboard labs develop sight-singing, dictation and performance competencies based on, or supportive of, material discussed in lecture. Lecture and lab will be graded separately. Prerequisite: MUS 107 or permission of instructor. B

MUS 207 Music Theory IV (Lecture) (3-0) 3 hrs.
MUS 207L Music Theory IV (Lab) (0-3) 1 hr.
Continuation of Music Theory III. Attendance at two hours of aural dictation and one hour of keyboard lab weekly is required in addition to the lectures. Lecture and lab will be graded separately. Prerequisite: MUS 107 or permission of instructor. B

MUS 215 Music History I: Medieval to Baroque (3-0) 3 hrs.
A study of the evolution of music from Gregorian chant and music of the troubadours through the writings of J.S. Bach. Prerequisite: MUS 107 or permission of instructor. F

MUS 216 Music History II: Classic to Modern (3-0) 3 hrs.
The history of music from the rise of sonata form in the works of Haydn and Mozart to twelve-tone, aleatory, and electronic music of the twentieth century. Prerequisite: MUS 107 or permission of instructor. F

MUS 229 Class Performance II (3-0) 1 hr.
Members rehearse and perform instrumental arrangements culminating in a performance at the end of the semester. S

MUS 250 Audio Recording Practicum/Internship (0-0) 3 hrs.
Students are provided with practical experiences on commercial projects in area recording studios. Prerequisites: MUS 170, 174 or 176, 270, 271, and permission of instructor. B

MUS 270 Techniques of Audio Recording II (3-0) 3 hrs.
A study of equalization, reverberation, tape recorders, compressors, recording consoles, tape editing, disc manufacturing, and routine studio maintenance. The student heightens his aural skills through applying critical listening techniques to prerecorded music. Students will work on both studio and field recording projects. Prerequisite: MUS 170 or permission of instructor. B

MUS 271 Techniques of Audio Recording III (3-0) 3 hrs.
This course is a sequel to the Techniques of Audio Recording II. The student is introduced to computer software basic operations, computer based sequencing, MIDI, time code synchronization, and digital hard disk recording. Emphasis is on the impact of computers in music and in the modern recording studio. Prerequisite: MUS 270 or permission of instructor. B

MUS 272 Techniques of Audio Recording IV (3-0) 3 hrs.
A continuation of Techniques of Audio Recording III, incorporating additional computer techniques. Topics include digital editing, automation, mixing, and mastering. Prerequisite: MUS 271 or permission of instructor. B

MUS 275 Audio Recording Special Project (0-7) 3 hrs.
Students are required to plan and produce a master tape recording, consisting of four to six commercial length songs. Prerequisites: MUS 170, 174 or 176, 270, 271 and permission of instructor. B

MUS 290 Audio V: Sound Reinforcement and Live Recording (3-1) 3 hrs.
This course provides an introduction into sound reinforcement systems and practical live recording applications. Emphasis is placed on sound system components, design and function with a hands-on approach to set up, maintenance, troubleshooting, operation, analysis and safety. Other course topics will include the study of a variety of recording formats and digital multi-track equipment leading to individual on-location recording projects. Some basic tools required. Prerequisites: MUS 272 or permission of instructor. B

NURSING

NUR 100 Fundamentals of Nursing (4-6) 6 hrs.
This is an introductory course in fundamental principles of nursing, addressing man's basic needs as identified by Maslow and related to the stages of development. Health is presented as a wellness-illness continuum. The concept of Nursing is presented by introducing the nursing core components of professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care. Prerequisite/corequisite: ENG 101 or its equivalent and BIO 171 with a grade of C or better. F

NUR 101 Nursing Care of the Adult and Child I (5-9) 8 hrs.
This is the first of a two-semester sequence concerned with commonly occurring health problems and chief impact on man in relation to developmental stages and Maslow's needs. Health is presented as alterations in wellness/illness as a human experience. Nursing is presented, utilizing the nursing process applied to client problems. Included are the nursing core components of professional
behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care. Major units of study include: experience of wellness/illness, commonalities in the illness experience, coping with problems of oxygenation, nutrition, metabolism, elimination, and motor activity. Laboratory experiences in hospitals and other health agencies are planned concurrent with theory. Prerequisites: Successful challenge or waiver of NUR 100 or completion of NUR 100 with a C+ or better and BIO 171 with a grade of C or better. Prerequisites/Corequisites: BIO 172 with a grade of C or better. S

NUR 105 Nursing Process (1 week - 15 hours) (1-0) 1 hr.
This course is an overview of the Nursing Process aimed at guiding the learner in the use of the process in planning care. Each step - assessment, diagnosis, planning, intervention, and evaluation - will be analyzed in relation to the Nursing Care Plan. Special focus will be applied to the process of nursing diagnosis, i.e., the identification and description of client problems amenable to nursing care. Goal setting and the process of writing care plans will also be considered as major topics. (Satisfactory or Unsatisfactory grade.) Prerequisite: NUR 100 or an L.P.N./R.N. JP/SU

NUR 110 Gerontologic Nursing (3-0) 3 hrs.
This course is designed for nursing students and health care providers interested in the area of gerontology. Topics can be applied in primary, secondary, or tertiary settings. Topics will include the cognitive disorders, drug interactions, group work, and rehabilitation techniques in the elderly. An overview of gerontology is offered. B

NUR 202 Nursing Care of the Adult and Child II (5-12) 9 hrs.
This is the second of a two-semester sequence concerned with increasingly complex health problems and their impact on man’s ability to progress through his developmental stages and meet his needs as defined by Maslow. Emphasis is placed on the more common alterations in health along the wellness-illness continuum. Nursing is presented, utilizing the nursing process applied to client problems. The nursing core components of professional behaviors, communication, assessment, clinical decision making, caring interventions, teaching and learning, collaboration, and managing care are further developed. Major units of study include coping with problems of: motor activity and sensory function, self esteem, oxygenation, nutrition, metabolism and elimination, and environmental crises. Hospital laboratory and community experiences are correlated with theory. Prerequisites: Successful completion of NUR 101 and BIO 171 and 172 with a C or better. F

NUR 203 Maternal-Child Health Nursing (8 weeks) (5-12) (1 week) (15-0) 5 hrs.
This course is composed of 8 weeks of maternal-child nursing and is the study of the expanding family unit and the role of the nurse and others in providing for childbearing health needs of families. The aim is to enable the student to acquire a background of knowledge: understandings, attitudes and skills which will prepare the student to participate effectively in the care of mothers and infants through the maternity cycle and of children from birth through adolescence. One week of this course is devoted to group discussion of topics related to human sexuality. Prerequisites: Completion of NUR 101, NUR 202 or permission of instructor; PSY 100, PSY 200. Spring Semester. A Summer session may be offered for accelerated students. Traditional students who have a B- in NUR 101, are satisfactory clinically, and have the recommendation of their clinical instructor may take the Summer session on a space available basis. S

NUR 204 Psychiatric/Mental Health Nursing (7 weeks) (5-12) 4 hrs.
This course is intended to provide the nursing student with a basic knowledge of the dynamics of behavior and nursing needs of clients with commonly occurring functional and organic mental disorders. Major emphasis is placed on the importance of the nurse client relationship and the therapeutic use of self in the clinical setting. Additional emphasis is placed on the nurses’ role in interdisciplinary treatment planning and in community mental health. The clinical laboratory includes affiliations with both inpatient and outpatient psychiatric services. The student will develop and acquire the skills, attitudes, abilities, and appreciations necessary to provide nursing care to clients with psychiatric disorders and to apply the nursing process in the care of the psychiatric client. Prerequisites: Successful completion of NUR 101, NUR 202, or permission of instructor, PSY 100, PSY 200. Spring Semester, Summer Session. Traditional students who have a B- in NUR 101, are satisfactory clinically, and have the recommendation of their clinical instructor may take the Summer session on a space available basis. S

NUR 206 Nursing Clinical Practicum (1 week - 40 hrs) 1 hr.
This intensive, one-week elective is offered during January Intersession or Summer Session to provide reality-oriented nursing practice based upon knowledge and skills accrued by nursing students during their Freshman or Sophomore year at Finger Lakes Community College. The course is intended to permit the nursing student the curricular freedom to identify personal learning needs and initiate these learnings under the guidance of an expert clinical nursing instructor in an acute care hospital setting. This course offers the student the unique exposure to a full day or evening shift of clinical experience for a week’s time, thereby allowing for continuity and intensity of clinical learning not provided in other nursing clinical laboratory courses. Prerequisite: Successful completion of NUR 100 or NUR 101 and current enrollment in the nursing program. JP/SU (This elective also available for R.N.’s.) B

NUR 210 Pharmacodynamics of Nursing Practice (3-0) 3 hrs.
A basic course designed to familiarize the learner with those groups of drugs frequently employed in the treatment of commonly occurring health problems. The course will include the study of drugs that affect the following body systems: nervous, cardiovascular, endocrine, gastrointestinal, hematopoietic, immune, and respiratory. Drugs utilized in the treatment of infections and cancer will also be studied. Course restricted to R.N.’s and senior level students enrolled in an R.N. program. L.P.N.’s and
any other students must secure permission of instructor or department chair to take this course. B

NUR 211 Clinical Make-up Practicum (0-1) 1 hr.
This intensive, forty hour clinical make-up course is required for the student in good clinical standing who has been absent for more than 10% of the required clinical hours in an FLCC required nursing course with a clinical component. This course offers the student exposure to clinical experience with time possibly being divided between day, evening, or weekend shifts, thereby allowing for continuity and intensity of clinical learning. Prerequisite: successful completion of theory component of FLCC nursing course in which the student received an incomplete due to clinical absenteeism and recommendation of course level faculty. This course is graded S (Satisfactory) or U (Unsatisfactory). JP/SU

NUR 215 Nursing Seminar (2-0) 2 hrs.
Supplements the learning in other nursing courses by providing the sophomore nursing student with global concepts of the professional registered nurse and responsibilities of the graduate of the Associate degree program. This course includes lecture and discussion on such topics as the definition of nursing, nursing as a profession, ethical/legal consideration, nursing theory, and current trends affecting nursing practices. Reviews requirements for R.N. licensure application, responsibilities for triennial registration, and limited work permit filing in New York State. Focuses on role of the nurse as member within the discipline of nursing. Prerequisite: Successful completion of NUR 101 and concurrent enrollment in NUR 202 or NUR 203 and NUR 204. B

NUR 220 Alternative Therapies (3-0) 3 hrs.
This course explores the variety of options available today for use in the pursuit of holistic health. Alternative therapies will be viewed as complementary to the existing medical system. The course will look at the theories, clinical research, politics, and controversies around the use of various alternative healing modalities. It will provide the student with information to evaluate the use of complementary therapies in healing and health maintenance. The format of this course includes lecture, class discussion, guest speakers, audiovisual aids, and student presentations. This course is open to anyone interested in alternative therapies. (Also listed as MAS 225.) B

NUR 223 Pathophysiology (3-0) 3 hrs.
This course is designed for students who wish to apply their knowledge of physiology to disease states occurring across the lifespan. The course will consist of a review of normal functioning of selected body systems, analysis of pathological function during disease of those systems and standard treatments for these pathological conditions. (Also listed as BIO 223) Prerequisite: BIO 171 and BIO 172 with a grade of B or higher. B

NUR 230 Physical Assessment (2-2) 3 hrs.
This course focuses on the knowledge and skills necessary for conducting a complete nursing physical assessment. Lecture, demonstrations, small group interactions, and videotaped interviews focus on subjective assessment. Laboratory practices and audiovisual materials focus on objective assessment. Students to bring own stethoscope and pen light. Prerequisites: BIO 171, 172, NUR 100; or completion of an LPN/R.N. program; or permission of instructor. B

NUR 254 Nursing Leadership (3-0) 3 hrs.
Effective leadership is based upon awareness of self and others and confidence in communication combined with an understanding of the dynamics of the delivery system in which one assumes a leadership position. This course will include methods for understanding your leadership/coaching abilities and how to further develop these into successful skills that will position you for leadership in your future career endeavors. B

NUR 265 Trans-Cultural Considerations in Health Care (3-0) 3 hrs.
This course is designed for healthcare providers and nursing students who are interested in examining several different cultures in regards to heritage, family, education, occupation, communication, family roles, work force issues, and spirituality. Responses to health, illness, and death also will also be explored. Prerequisite: ENG 101. F

NUR 270 Ethical Considerations in Health Care (3-0) 3 hrs.
The purpose of this course is to involve the student in reading and discussing medical issues from an ethical perspective to create depth in our awareness of the moral problems that cannot be ignored and more often than not, cannot necessarily be solved. The scope of this course will entail examination of different ethical approaches to moral problems in medicine and their success or failure in a broad range of medical issues, including the physician-patient relationship, the role of the nurse, euthanasia and “death with dignity,” rights to health care/costs of health care and an examination of important concepts such as autonomy, paternalism, rights, consent and confidentiality, among others. (Also listed as PHL 170) B

NUTRITIONAL SCIENCES

NS 115 Introduction to Nutrition (3-0) 3 hrs.
An introduction to the field of human nutrition and food focused on the mutual relationships between humans and their biological and physical environment. Includes the study of human nutritional needs; problems encountered in providing food to meet nutritional needs; the relationships among human physiological needs, sociocultural systems, and food; and the significance of these relationships to the attainment of health. Recommended: high school biology. B

OFFICE TECHNOLOGIES

OFF 100 Computer Keyboarding (2-0) 1 hr.
A seven-week course to develop “touch” keyboarding skills on the IBM-PC. This course is offered twice each semester. It is designed for students entering a variety of occupational fields that utilize the keyboard to input information. Concentration is placed on correct techniques, accuracy, and speed building of alphabetic and numeric characters. Assignments and timed speed drills form the basis for grading. Not open to Office Technologies students. Course is graded on a Satisfactory or Unsatisfactory basis. B
OFT 131 Keyboarding Improvement (1-2) 1 hr.
The course, which is designed to improve students' typing speed and accuracy, integrates the microcomputer and the leading-edge technology, Windows. The seven-week course is based on a diagnostic approach for improving keyboarding skills. Each unit consists of pretests, timings, individualized assignments based on each student's weaknesses, and post-test timings for evaluation and measurement of improvement. The course is graded on a satisfactory or unsatisfactory basis. Prerequisite: OFT 100 or equivalent, OFT 140 or equivalent, or permission of instructor. B

OFT 140 College Keyboarding I (4-0) 3 hrs.
This course integrates the microcomputer, the leading-edge technology, Windows\textsuperscript{\tiny 6}, and primary word processing application software to develop keyboarding skills. Students learn the alphabetic, numeric, and symbols characters and the keypad by the "touch" method. Also included is formatting and editing of simple business/ personal correspondence, reports, term papers, and tables. The desired speed at the end of the course for the Administrative Assistant major is 30 words per minute and 20 words per minute for all the other majors. B

OFT 141 College Keyboarding II (4-0) 3 hrs.
This course integrates the microcomputer, the leading-edge technology, Windows\textsuperscript{\tiny 6}, and primary application software to refine keyboarding skills. Emphasis is also placed on formatting and the development of speed and accuracy in preparing advanced business correspondences, reports, tabulations, and other business documents. The desired speed at the end of the semester is 45 words per minute. Prerequisite: OFT 140 (speed requirement 30 words per minute) or permission of instructor. S

OFT 150 Basic Accounting (4-0) 3 hrs.
A study of the principles of business accounting with emphasis on the accounting cycle for students in the Administrative Assistant and Paralegal programs. B

OFT 156 Office Communications (4-0) 3 hrs.
This course stresses the development of skills in business letter writing and English grammar and usage. There is also concentration on spelling improvement, speaking skills, listening skills, and interviewing techniques. Prerequisite: Students must have taken OFT 140 or equivalent, be concurrently taking OFT 140, or have the permission of instructor. B

OFT 200 Office Management (3-0) 3 hrs.
This course is a comprehensive overview of the administration of the modern office in the public and private sector. The application of management principles to office operations will be covered. The course provides practical information about human relations, office technology, and management process. Prerequisite: BUS 120 or BUS 124 or permission of instructor. (Also listed as BUS 200.) B

OFT 210 Word Processing I (4-0) 3 hrs.
This course provides comprehensive, hands-on instruction in Microsoft Word. Students learn the theories and practical applications of document creation for business or home use. Students will learn to create, edit, print, format, and store office documents. This course also introduces additional word processing functions including mail merge, sorting, document management, charts, and macros. Prerequisite: OFT 140 or equivalent, must have taken or be taking concurrently OFT 141, or permission of instructor. B

OFT 211 Word Processing II (4-0) 3 hrs.
This course provides hands-on training in word processing and presentation application software to learn desktop publishing techniques. Students build on their knowledge developed in OFT 210 to create professional-looking documents including flyers, brochures, and newsletters. Prerequisite: OFT 210 or permission of instructor. F

OFT 213 Office Automation (4-0) 3 hrs.
This course provides comprehensive, hands-on training in the integration features of the Microsoft Office Suite. Students will learn the integration of Microsoft Word, Excel, and Access. Prerequisite: OFT 210 or permission of instructor. S

OFT 247 Office Procedures I (4-0) 3 hrs.
This is a course which provides preparation for the administrative business office. This course will include techniques and topics such as the work environment, communication skills, computer hardware and software, records management, ethics, business documents, mail handling, and office machines. F

OFT 248 Office Procedures II (3-1) 3 hrs.
A continuation of OFT 247. Course content includes telework, telecommunications, time management, business presentations, travel arrangements, meetings and conferences, telephone efficiency, leadership skills, and planning your career path. (OFT 248 may be taken before OFT 247) S

BUS 250 Business Internship Program 6 hrs.
This course is also open to Administrative Assistant students. See page 240. B

PARALEGAL

PLG 100 Introduction to Legal Practice (3-0) 3 hrs.
This course will introduce students to the organization and operation of the legal system and fundamental legal concepts. The course gives an overview of constitutional law, civil litigation, contracts, agency law, and commercial paper. Offered on a regular, rotating basis. Prerequisite/Corequisite: ENG 101 and successful completion of GST 121 if recommended during placement testing.

PLG 110 Computer Law and Policy (3-0) 3 hrs.
This course provides fundamental information needed to have a basic understanding of issues related to cyberlaw such as ethics, security, privacy, content control, computer crime, and e-commerce among other topics. For students in the Paralegal program, the course only qualifies as a professional elective. F

PLG 115 Computers in the Law Office (3-1) 3 hrs.
This course introduces the fundamentals of how to use computer technology to accomplish tasks performed by legal assistants or paralegals in a law office. Computer applications will include word processing, spreadsheets, databases, presentations, timekeeping
and billing, and case management. **Prerequisite:** PLG 100 and basic computer knowledge, or permission of instructor. B

**PLG 120 Business Structures (3-0)** 3 hrs.
This course will introduce the student to the various types of business structures used by businesses today including: sole proprietorships, general partnerships, limited partnerships, S corporations and C corporations. The course will define and describe each type of business structure and give the student an understanding of the practicalities involved in establishing each type of structure. **Prerequisite:** PLG 100 and PLG 125 with a grade of C or better. Offered on a regular, rotating basis.

**PLG 125 Legal Research and Writing I (3-0)** 3 hrs.
This course is designed to introduce the student to the fundamental concepts of legal research and analysis through the use of FLCC’s law library. The student will be introduced to primary and secondary sources of law. Emphasis will be placed on finding and analyzing both statutory and case law along with proper citation format. Further, the student will also be introduced to the preparation of simple legal documents. **Prerequisite/ Corequisite:** PLG 100 and ENG 101 or permission of the instructor. F

**PLG 210 Real Property Law and Practice (3-0)** 3 hrs.
Real Property Law and Practice is designed to introduce the student to the principles and practices of real property law. Topics covered include: elements of real property law, contracts, deeds, encumbrances, legal descriptions, title protection, mortgages, closings, and leases. Emphasis will be placed on the completion of “instruments” and the processes involved in filings and recordings. **Prerequisite:** PLG 100 and PLG 125 with a grade of C or better. Offered on a regular, rotating basis.

**PLG 225 Legal Research and Writing II (3-0)** 3 hrs.
This course is a continuation of Legal Research and Writing I with an emphasis on clear and effective legal writing. In this course, the student is exposed to more complicated legal research problems requiring careful research and detailed legal analysis. Students will also be instructed in computer assisted legal research. Assignments include various pleadings and court briefs. **Prerequisite:** PLG 100 and PLG 125 with a grade of C or better. S

**PLG 230 Family Law (3-0)** 3 hrs.
This course is designed to introduce students to the basic concepts of family law including: antenuptial agreements, valid and void marriages, annulments, separation agreements, custody and child support, divorce, paternity, adoption, and surrogacy. Emphasis will be placed on the preparation of necessary documents, filing procedures, and interview techniques. **Prerequisite:** PLG 100 and PLG 125 with a grade of C or better. Offered on a regular, rotating basis.

**PLG 235 Administration of Wills, Trusts, and Estates (3-0)** 3 hrs.
This course will introduce the student to laws relating to estate planning, the administration of estates (both testate and intestate), and the establishment and administration of trusts. Emphasis will be placed on the practicalities of estate law including interview techniques, preparation of wills, trusts and administrative documents, and filing requirements, and procedures. **Prerequisite:** PLG 100 and PLG 125 with a grade of C or better. Offered on a regular, rotating basis.

**PLG 240 Courts and Litigation (3-0)** 3 hrs.
This course is designed to introduce the student to the federal and state court system and offer instruction in civil litigation procedures commencing from the initial client interview and file organization to the trial and any subsequent appeals. It will include instruction on procedures authorized under the code of civil procedure. Special emphasis will be placed on the content and preparation of documents used in civil law suits. **Prerequisite:** PLG 100 and PLG 125 with a grade of C or better. Offered on a regular, rotating basis.

**PLG 245 Tort Law (3-0)** 3 hrs.
This course is designed to give the student an introduction to the principles of personal injury law. Topics to be covered include: negligence, assault, battery, false imprisonment, intentional infliction of emotional distress, trespass to land, trespass to chattel, conversion, defamation, strict product liability, and professional malpractice. Emphasis will be placed on the role of a paralegal in personal injury litigation with preparation and discussion of pertinent documents and filing issues. **Prerequisite:** PLG 100 and PLG 125 with a grade of C or better. Offered on a regular, rotating basis.

**PLG 250 Paralegal Internship** 3 hrs.
This course provides the student with the opportunity to gain practical work experience under the supervision of an attorney or experienced paralegal in day-to-day, on-site office work. The student must complete a minimum of 128 hours of internship work at the internship site during the first eight weeks of the semester, which may be a public or private law office, corporate or government legal department, abstract company, or other appropriate law-related site. It will be the student’s responsibility to secure an internship site with the help of the program director. During the eight weeks of the semester, the student must attend four internship seminar sessions in which issues regarding the student’s experiences and the paralegal profession will be discussed. **Prerequisite:** Attendance at an orientation session held the semester before the internship; completion of 30 credit hours at least nine of which must be paralegal classes including PLG 100 and PLG 125 with a grade of C or better; and an overall grade point average of 2.50. Internships are subject to the approval of program director as well as availability. Offered on a regular, rotating basis.

**PLG 255 Bankruptcy Law (3-0)** 3 hrs.
This course is designed to give the student an understanding of bankruptcy law and its practical applications from both the debtor and creditor perspectives. Topics to be covered include: review of the Federal Bankruptcy Code and New York State Bankruptcy Laws, individual liquidation and reorganization, business liquidation and reorganization, the bankrupt estate, property exemptions, automatic stay and discharge. The student will have an opportunity to analyze a hypothetical financial situation and prepare a bankruptcy petition. **Prerequisite:** PLG 100 and PLG 125 with a grade of C or
better. Offered on a regular, rotating basis.

PLG 260 Paralegal Practice (2-0) 2 hrs.
Paralegal Practice is a seminar designed to give students a more complete appreciation of the duties and functions of a paralegal. The course covers the historical development of the role of the paralegal, legal and ethical responsibilities, client interviewing, fact investigation, and law office administration. The course also provides preparation for completion of the New York State Notary Public examination, and training in job search skills. Prerequisites: PLG 100, PLG 125. Prerequisites/Corequisites: PLG 210, PLG 225, PLG 230, PLG 235, PLG 240. Offered on a regular, rotating basis.

PLG 265 Law Office Practice (1-2) 3 hrs.
This hybrid course provides students who are unable to complete a traditional internship with the opportunity to experience life in a law firm through simulation. The students will meet with the instructor once a week to discuss issues pertaining to the paralegal profession. Further, the students will be assigned work which will simulate the types of assignments a paralegal would receive in the workplace. The first weekly meeting will be on campus; all future weekly meetings will be via Webinars or another hybrid format. In this course, the instructor will assume the role of an internship supervisor. During the week, the students will be required to check in with the instructor/supervisor on a regular basis regarding assignments which will be provided via e-mail, phone, or ANGEL. During the semester, the student will be required to complete a total of 96 hours of internship work which may include, but is not limited to, the preparation of the following: letters, court documents, billing sheets, real estate documentation, wills, and probate petitions, as well as attendance at a court session or shadowing a paralegal or an attorney in a legal setting. All work will be provided and completed under the guidance of the instructor/supervisor. Prerequisites: permission of instructor. S

PHL 101 Introduction to Philosophy (3-0) 3 hrs.
A discussion course focusing on the most crucial questions mankind can ask, like: What is truth? Is there a God? What is ultimate reality? What is good? What ought I do? The class will discuss opposing answers to these questions and examine the evidence for each. B

PHL 103 Ethics (3-0) 3 hrs.
Students will become involved in examining alternative bases for value systems. Ideas of historical and contemporary philosophers on the “good,” the “right,” the “moral” will be applied to today’s personal and social moral issues. B

PHL 105 Philosophy of Religion (3-0) 3 hrs.
An examination and discussion of key religious issues from the philosopher’s perspective of reason and analysis, including: Nature and Role of Religion, Reason and Faith, Existence of God, Mysticism, Immortality, Symbols and Myths, and Modern World View. B

PHL 110 Sustainable Earth: Spiritual and Scientific Consilience (3-0) 3 hrs.
Students will examine the impact of human populations on earth ecosystems. Students will explore psychological, cultural, spiritual, economic, and political factors that accelerate the deterioration of earth’s ecosystem and alternate perspectives of those factors which might lead to a more life sustaining society. Emphasis will be placed on discovering common ground between science and spiritualism. Students will serve as discussion leaders for course topics of their choice. A community involvement component will be required. (Also listed as CON 110.) Prerequisite: permission of instructor. S

PHL 170 Ethical Considerations in Health Care (3-0) 3 hrs.
The purpose of this course is to involve the student in reading and discussing medical issues from an ethical perspective to create depth in our awareness of the moral problems which we cannot ignore and more often than not, cannot necessarily solve. The scope of this course will entail examination of different ethical approaches to moral problems in medicine and their success or failure in a broad range of medical issues: the physician-patient relationship, the role of the nurse, euthanasia and “death with dignity,” rights to health care/costs of health care and an examination of important concepts such as autonomy, paternalism, rights, consent, confidentiality, etc. (Also listed as NUR 270) B

PHYSICAL EDUCATION

A student cannot repeat a course, for credit, to satisfy physical education degree requirements unless prior written permission is given to the student by the Chair of the Department of Physical Education and Integrated Health Care.

PE 102 Basic Rhythms (1/2 - 1 1/2) 2 hrs.
In this course, you will have the opportunity to experience and learn dance steps and movement patterns for dances such as: Foxtrot, Waltz, Cha-Cha, Tango, Rumba, and the Polka. Folk dances such as:Hora, Trioka, Greensleeves, and many popular line dances. You will learn to identify musical beats and rhythms appropriate for each dance. B

PE 103 Judo I (1/2 - 1 1/2) 1 hr.
This course includes instruction to the theory and practice of the fundamental skills of judo. B

PE 105 Ice Skating (1/2 - 1 1/2) 1 hr.
Co-educational activity introducing the student to the various dimensions and benefits of ice skating, selection of equipment and fundamental skills. An addition fee is required. B

PE 106 Bowling (1/2 - 1 1/2) 1 hr.
This co-educational activity includes instruction in the fundamental skills, rules, and etiquette that govern the activity. An additional fee is required. B

PE 107 Golf (1/2 - 1 1/2) 1 hr.
This co-educational activity includes instruction in the fundamental skills, rules, and etiquette that govern the activity. An additional fee is required. B

PE 108 Badminton (1/2 - 1 1/2) 1 hr.
This co-educational activity includes instruction in the
fundamental skills, rules, and etiquette that govern the activity. B

PE 110 Physical Conditioning (1/2 - 1 1/2) 1 hr.
A blend of aerobic activity and weight training designed to improve one's overall fitness level and encourage participation in physical fitness activities for a lifetime. Fitness testing, discussions/lecture, and individualized workouts will be incorporated throughout the semester. B

PE 112 Yoga for Beginners (1/2 - 1 1/2) 1 hr.
Basic postures and breathing exercises devised in ancient India are taught to encourage development of a greater body-mind alliance so often ignored in our everyday existence. Relaxation, general body toning, flexibility, and meditation techniques are combined to give the student an awareness of enhanced human potential. Concepts of Yoga philosophy are also discussed to provide a base for practiced techniques. B

PE 113 Techniques of Angling (1/2 - 1 1/2) 1 hr.
This course introduces the student to trout fishing in the Finger Lakes area. Techniques and skills are developed along with use and selection of equipment. Equipment is furnished by the Physical Education Department. A minimal fee is required. B

PE 114 Karate (1/2 - 1 1/2) 1 hr.
Mind and body coordinating inner control through total training in the techniques and strategy of Karate-Do, blended with meditation and fitness. B

PE 115 Tennis (1/2 - 1 1/2) 1 hr.
This co-educational activity includes instruction in the fundamental skills, techniques, and rules that govern the lifetime activity of tennis. B

PE 116 Racquetball (1/2 - 1 1/2) 1 hr.
Racquetball is designed to offer the student a basic introduction to the lifetime sport of racquetball. The course will include terminology, skills, and techniques of racquetball. An additional fee is required. B

PE 117 Basic Weight Training (1/2 - 1 1/2) 1 hr.
This course will explore basic techniques of weight training, focusing on the various exercises applied in a weight training program, demonstration of proper technique, and development of an overview of a comprehensive training program. B

PE 118 Skiing/Snowboarding I (1/2 - 1 1/2) 1 hr.
This course covers techniques, skills and practice drills designed to improve your skiing/snowboarding ability. Discussion and instruction will encompass the latest equipment, safety, and etiquette on the slopes. Time will be provided for practice and review of skills learned in class. An additional fee is required. S

PE 119 Skiing/Snowboarding II (1/2 - 1 1/2) 1 hr.
The skier/snowboarder will continue to enhance and improve on the skills and techniques taught in Skiing/Snowboaring I. Instruction will be geared toward improving your skiing/snowboarding abilities. Further discussion on equipment, care, safety, and etiquette. An additional fee is required. S

PE 121 Walk and Jog (1/2 - 1 1/2) 1 hr.
This course is designed for students of any fitness level who are interested in improving their general physical condition. This course will help the students increase their cardiovascular endurance and promote weight loss through walking or jogging. B

PE 122 Concepts of Wellness (1-1) 2 hrs.
The purpose of this course is to introduce students to the concepts of wellness and how these concepts can be incorporated into their lives. This course will guide the student to the understanding that wellness is not a static condition but rather a continual balance of the physical, social, emotional, and intellectual aspects of human need. The course will also provide students with the skills to improve their quality of life and lead them to a higher state of well-being and optimal health. B

PE 123 Spinning (1/2 - 1 1/2) 1 hr.
Spinning is a cardiovascular workout that uses a special stationary bicycle which simulates real cycling conditions and techniques. This comprehensive program is totally non-competitive, allowing both newcomers and athletes to improve their general physical condition and cardiovascular endurance. Additional fee required. B

PE 124 Criminal Justice Physical Conditioning (1/2 – 1 1/2) 1 hr.
The course is intended to provide criminal justice students the opportunity to prepare for fitness tests used in the selection of entry level police officers. Fitness testing and training for standardized fitness levels include sit-ups, push-ups, and a 1.5 mile run, which will be the focus of the class. Prerequisite: Criminal justice major or permission of instructor. B

PE 125 Lifetime Fitness & Nutrition (1-0) 1 hr.
This course is focused on the relationship of nutrition and physical activity to promote and achieve overall lifetime fitness. The student will explore and learn to apply concepts of nutrition, body composition, weight management, cardio repository endurance, muscular strength and endurance and flexibility to develop a personal, comprehensive fitness plan for life. B

PE 126 Cardio Kickbox for Women (1/2-1 1/2) 1 hr.
Cardio Kickbox is a martial arts class, for women, which combines self-defense techniques and aerobic exercise. Instruction will include self-defense techniques to defend against chokes, grabs and ground defense. Conditioning exercises to enhance strength and flexibility will include various kicks and boxing drills that are choreographed to music. B

PE 140 Beginning Swimming (1/2 - 1 1/2) 1 hr.
This course is designed for the student who is a non-swimmer or does not demonstrate proficiency in the water. It will include instruction in the basic areas of water safety, rescue techniques, and basic swimming strokes. The general Red Cross swimming program will be followed. B

PE 141 Scuba (1/2 - 1 1/2) 2 hrs.
This course is an introductory course in the sport of scuba diving and is designed for the student with advanced swimming skills. The student will have the opportunity to learn the basic skills of scuba diving and to experience the unique underwater world of adventure. Equipment is furnished by the Physical Education Department. An additional fee is required. B

PE 150 Beginning Camping (1/2 - 1 1/2) 1 hr.
This course is designed to provide the beginner with
the basic fundamentals of camping. Strong emphasis will be placed on the appropriate relationship between man and his natural environment. A one-half-day trip and a three-day required weekend trip. An additional fee is required. B

PE 151 Canoe & Kayak Paddling Experiences (1/2-1 1/2)
This course allows both beginners and those with experiences to learn and perfect canoe and or kayak techniques. Included in this course will be methods of steering, safety, equipment care and selection, choosing appropriate bodies of water and the enjoyment of paddling as a recreational activity. The college will furnish equipment. The course is designed to introduce the student to Canoe and Kayak knowledge and techniques through lecture, seminar activities and several half to full day outings. Safety, trip planning, mastering correct paddling techniques and an appreciation for the natural environment are main focal points throughout the course. B

PE 162 T’ai Chi Chuan I (1/2 - 1 1/2) 1 hr.
T’ai Chi Chuan literally means “Supreme Ultimate Fist.” It is a century-old Chinese discipline for health, relaxation, meditation, and self-defense. Sometimes called Chinese or Taoist Yoga, it emphasizes relaxation and inner calm rather than strength. B

PE 163 T’ai Chi Chuan II (1/2-1 1/2) 1 hr.
T’ai Chi Chuan II, an extension of T’ai Chi Chuan I, takes the student to the next level of training. The course includes form correction, basic push hand and sticking hands training, and introduces the T’ai Chi Cane Form (a basic weapon form). Prerequisite: T’ai Chi Chuan I. B

PE 164 Stress Reduction Through Exercise (1/2 - 1 1/2) 2 hrs.
This course will explore the many ways that stress affects us both physically and emotionally. Stress management techniques taught include meditation, progressive relaxation, autogenics, and others. B

PE 165 Oriental Healing Arts (1/2 - 1 1/2) 1 hr.
This course is designed to introduce an alternative health practice through Qi Gong (energy circulation) training. These techniques promote general health by teaching the student how to cultivate and balance energy in the body. B

PE 166 Biofield Therapy (½ -1 ½) 1 hr.
This course teaches external healing techniques based upon the theory of the human energy field. Students will learn to re-pattern and balance this energy to facilitate healing. Emphasis on therapeutic touch. B

PE 167 Aerobics (1/2-1 1/2) 1 hr.
This course centers on step aerobic exercise designed to improve one’s cardiovascular and overall fitness levels. Focus will be on exercise routines and movement patterns that will be performed to music. B

PE 171 Recreational Shooting (2-0) 2 hrs.
This course is designed for the student who would like a more complete understanding of firearms, recreational and competitive shooting. Included are areas concerning conservation law, competitive rules, safety, mental conditioning, and firearms. An additional fee is required. B

PE 172 Hunting Fundamentals (2-1) 2 hrs.
A ten-week student participation course for non-hunters designed to develop an understanding of hunting safety, techniques, and ethics. Included are areas concerning identification and safe handling of hunting implements, hunter responsibility, personal preparedness, and wildlife harvest techniques. Emphasis will be placed on important game species of New York. A Saturday class may be scheduled. The successful completion of the course will qualify the student to take the New York State Hunter Education exam. Enrollment into this course will be by permission of instructor only. F

PE 181 Mime (3-0) 3 hrs.
A basic course dealing with the study and application of the various techniques of the art of mime. The objective of the course is to become proficient in self-expression through the body. (Also listed as THE 181.) F

PE 185 Fencing (1/2-1 1/2) 1 hr.
A beginning course in Fencing with emphasis on the history of the sport, as well as introducing the student to basic foil techniques such as footwork, offensive and defensive maneuvers, and limited bouting. B

PE 190 Care and Prevention of Athletic Injuries (3-0) 3 hrs.
Discusses the Sports Medicine Team concept as it applies to the care and prevention of injuries in the athletic or physically active population. Discusses the roles of the certified athletic trainer and provides an introduction to various sports medicine professions, such as strength and conditioning, exercise science, physical therapy, and athletic massage. B

PE 202 Creative Dance (1/2 - 1 1/2) 2 hrs.
This form of dance allows for the expression of ideas and feelings through the medium of human movement. This course provides an opportunity for self-expression and creativity. Discussion and workshops dealing with the basic elements of dance. B

PE 203 Judo II (1/2 - 1 1/2) 1 hr.
Instruction in the theory and practice of more advanced skills, including eight basic throws and three hold down techniques. Knowledge of how to fall is required. Improvement of one’s speed and conditioning will be stressed. Prerequisite: Judo I. B

PE 210 Defensive Tactics (1/2 - 1 1/2) 2 hrs.
This course is designed to provide training in the many aspects of self defense. Course includes both aggressive and non-aggressive techniques. Course is geared to both Criminal Justice and general student population. B

PE 212 Health (3-0) 3 hrs.
Focuses on lifestyle factors and their relationships to well-being, behaviors, and disease. Health content areas, defined by NYS Education Department, are explored. Topics include: drug use and abuse, nutrition, personal and community health, safety education (identifying dangerous environments, prevention of child abduction, fire and arson), communication skills for productive relationships (i.e., conflict resolution), identifying and
reporting suspected child abuse/maltreatment, and Safe Schools Against Violence in Education Legislation Certification. B

PE 213 CPR and AED for Adult, Child and Infant (1-0) 1 hrs.
This course will prepare the student to deal with breathing and cardiac emergencies, become proficient in the application of potentially life saving techniques and the use of Automatic External Defibrillator. Successful completion of the written and practical training will result in certification in community (citizen responder) CPR and AED for Adult, Child and Infant. This course is intended for 1 credit certification. Students taking PE 214 will not receive credit for this class. B

PE 214 Responding to Emergencies (3-0) 3 hrs.
This course will teach the student how to recognize an emergency and how to respond. The student will be prepared to make appropriate decisions regarding first aid care and how to provide care for injuries or sudden illness until professional medical help arrives. Upon completion of this course, student will be eligible for American Red Cross Certification in Responding to Emergencies and American Red Cross Community CPR. An additional fee is required for Red Cross Certification. B

PE 224 Cross-Country Skiing (1/2 - 1 1/2) 1 hr.
This course is designed to introduce the student to the recreational activity of cross-country skiing. It will include the basic skills, concepts, and equipment for cross-country skiing. B

PE 230 Philosophy, Principles, and Organization of Athletics in Education (3-0) 3 hrs.
Designed for the student who wishes to pursue a career in coaching in New York State elementary and secondary schools. Course covers philosophy and principles of athletics as integral parts of physical education and general education. Requirement for coaching certification. F

PE 231 Theory and Techniques of Coaching (2-0) 2 hrs.
Provides experience in techniques of coaching a specific sport. Designed for persons who are preparing to meet the New York State certification requirements to coach in public schools. Via an internship, students will get hands-on experience working with an area program specific to the sport they desire to coach. Prerequisite: PE 230 or permission of instructor. B

PE 232 Health Sciences Applied to Coaching (3-0) 3 hrs.
Course designed for students who wish to pursue a career in coaching in New York State elementary and secondary schools. Selected principles of biology, human anatomy and physiology, psychology, and sociology related to coaching. This course also meets the requirements of American Red Cross Sport Safety Training including Adult and Child CPR. B

PE 242 Lifeguarding (3-0) 3 hrs.
This is the standard Red Cross Senior Lifeguarding course and is offered to those demonstrating the necessary swimming proficiency. The successful completion of the course includes the Red Cross Senior Lifeguarding Authorization Card. An additional fee is required for Red Cross Certification. B

PE 243 Advanced Swimming (1/2 - 1 1/2) 1 hr.
This course is designed for the more advanced swimmer and the necessary instruction based on individual need will be emphasized. It will also include survival techniques, basic lifesaving procedures, and an introduction to diving. B

PE 244 Water Safety Instruction (1-1) 2 hrs.
An advanced course to provide the student with the opportunity to earn the American Red Cross Water Safety Instructor’s Certificate. Prerequisites: Must be 17 years of age and must have completed the Instructor Candidate Training Course. An additional fee is required for Red Cross Certification. B

PE 250 Wilderness Camping (1/2 - 1 1/2) 1 hr.
Designed to provide an enrichment of learning through the use of outdoor experiences. This advanced course will give the student an opportunity to better understand the ecological balance and to take part in a wilderness camping environment. A one-half-day trip and a three-day required weekend trip. Prerequisite: PE 150 or equivalent experience. An additional fee is required. B

PE 251 Advanced Wilderness Camping (2-0) 2 hrs.
This course is offered during the summer months. The week-long canoe trip will be in the Canadian Wilderness, offering the student an opportunity to better understand the ecological balance and take part in a wilderness camping environment. Prerequisite: PE 150 or PE 250 or equivalent experience. Additional fee is required. B

PE 252 Semi-Survival Camping (1/2 - 1 1/2) 1 hr.
This course is designed for the student who is interested in a wilderness survival experience. Skills will include camping, hiking, orienting, and foraging skills. There is a required one-half-day trip and a three-day trip. Prerequisite: permission of instructor. B

PE 271 Recreational Shooting II (3-0) 3 hrs.
This course is designed to complement Recreational Shooting I. It provides the student with advanced training in shooting skills. Emphasis will be placed on physiological, anatomical, psychological, advanced shooting principles, individual and team concepts. An additional fee is required. B

PE 275 Introduction to Physical Education (3-0) 3 hrs.
Student develops an understanding of the concepts of physical education as they apply to a teaching career. Course will include an overview of philosophy, history, roles, and qualifications of a teacher. B

PE 290 Athletic Training Practicum I (1-2) 2 hrs.
Laboratory participation for students will be accomplished under actual athletic training room conditions. Students will learn, practice, and apply athletic training techniques. Prerequisites: BIO 171 and BIO 172. B

PE 291 Athletic Training Practicum II (1-2) 2 hrs.
Continuation of Athletic Training Practicum I.
Prerequisites: BIO 171 and BIO 172. B

**PE 900-967 Intercollegiate Sports** 1 hr.
Designed for the student who has athletic skill beyond the recreational level. Skills are refined and integrated into concepts of team play. Competitive opportunities within conference and region are part of these courses.

- PE 900 Baseball S
- PE 901 Baseball S
- PE 904 Softball S
- PE 905 Softball S
- PE 910 Men's Basketball S
- PE 911 Men's Basketball S
- PE 914 Women's Basketball S
- PE 915 Women's Basketball S
- PE 930 Men's Soccer F
- PE 931 Men's Soccer F
- PE 934 Women's Soccer F
- PE 935 Women's Soccer F
- PE 950 Woodsman Team I S
- PE 951 Woodsman Team II S
- PE 956 Men's & Women's Cross Country I F
- PE 956 Men's & Women's Cross Country II F
- PE 957 Men's and Women's Track and Field I S
- PE 958 Men's and Women's Track and Field II S
- PE 960 Men's Lacrosse S
- PE 961 Men's Lacrosse S
- PE 964 Women's Lacrosse S
- PE 965 Women's Lacrosse S
- PE 966 Women's Volleyball I F
- PE 967 Women's Volleyball II S

Prerequisite: Permission of instructor. Continued enrollment is at the discretion of the instructor.

**PHYSICS**

**PHY 101 Introduction to Physics (3-2)** 4 hrs.
An introductory course in physics for students who have not had high school physics. Designed for non-science majors as well as those who plan to take College Physics or General Physics. Emphasizes the metric system; forms of energy such as heat, light, electricity, motion, and sound as they relate to our daily lives; and elementary laboratory skills. Provides prerequisite for PHY 118, PHY 119, and PHY 151. Fulfills laboratory science requirements for non-science degrees. Prerequisite: High school algebra or GST 142. B

**PHY 105 Physics of Sound (3-2)** 4 hrs.
This course is a conceptual introduction to the understanding of waves, sound, and music at its most fundamental level, which is sound production, propagation, and perception. Students will explore such topics as the nature of sound; sources of sound, including musical instruments; musical tone; sound propagation; musical recording; sound perception, including the function of the ear; waves on slinkys; electronic reproduction of sound; the functions of CD players and synthesizers; and the demonstration of resonance by the breaking of a wine glass. One of the most important aspects of the course will be to learn by doing. This is a conceptual approach with minimum mathematical demands. Prerequisite: High school algebra or GST142 is recommended. B

**PHY 118 College Physics I (3-2-1)** 4 hrs.
An algebra and trigonometry-based course with laboratory. Includes vectors, motion in two dimensions, force laws, conservation principles, and thermodynamics. Prerequisite: MAT 145, and high school physics, or SCI 101. B

**PHY 119 College Physics II (3-2-1)** 4 hrs.
The continuation of College Physics I. Topics include oscillations, sound, light, optics, electricity, and magnetism. Prerequisite: PHY 118. B

**PHY 151 General Physics I (3-3)** 4 hrs.
A calculus-based course with laboratory. Topics include kinematics, dynamics, rigid body motion, and thermodynamics. Prerequisite: MAT 271 and high school physics, or SCI 101. B

**PHY 152 General Physics II (3-3)** 4 hrs.
A continuation of PHY 151. Topics include oscillations, electricity and magnetism, and selected topics from optics. Prerequisites: PHY 151 and MAT 272. B

**PHY 245 Physics of Animation (3-2)** 4 hrs.
In this course, techniques from geometry, trigonometry, algebra, and pre-calculus will be integrated with the motion of objects (kinematics) and the role of forces (dynamics). Realistic collisions, deformation, oscillations, and waves will be addressed using the concepts of momentum conservation and energy transfer. Physics of sources (light and sound) will be integrated with the physics of perception to elucidate the immersive experience of videogames. Physics of complex aggregates and feedback loops (fractals, fragmentation, turbulence, chaos, and cellular automata) will be used to enhance simulation of the nature. The laboratory exercises will consist of observation of real systems integrated with simulations. Prerequisites: MAT 152, PHY 118, CSC 115, CSC 190. Recommended corequisites: CSC 200 and MAT 220. S

**PHY 253 Physics III: Waves and Modern Physics (3-3)** 4 hrs.
The continuation of the General Physics sequence. Topics include waves equation, electromagnetic radiation, interference, diffraction, relativity, and introduction to quantum mechanics. Prerequisites: PHY 152 and MAT 273. Corequisite: MAT 274 or permission of instructor. S

**POLITICAL SCIENCE**

**POL 100 American Government (3-0)** 3 hrs.
A study of the basic structure, popular basis, functions, and process of the executive, legislative, and judicial branches of government. B

**POL 110 State and Local Government (3-0)** 3 hrs.
An introduction to the study of state and local governments. Included is a current analysis of the legal, social, and economic environment in which state and local governments function, the nature of political activity within states and localities, and what these units of government have done or failed to do in important areas of public policy such as taxes, education, welfare, pollution, energy, planning, housing, transportation, crime, police, and corrections, and major trends and developments affecting state and local politics. B
PSY 100 Introduction to Psychology (3-0) 3 hrs.  
This course is a comprehensive overview of the scientific study of behavior and mental processes. It will familiarize students with the scientific methods used in the field of psychology. It will also introduce various topics within the field, such as consciousness, motivation, learning, memory, cognition, development, personality, psychological disorders and their treatments, social psychology, and the biological bases of behavior. B

PSY 124 Organizational Behavior (3-0) 3 hrs.  
Organizational Behavior is an introductory business course that will provide information to the student about individuals, groups, organizational structure, and function. Topics to be studied include: Human Relations, Decision Making, Human Perception, Dynamics of Groups, Human Needs and Motivation, Concept of Organization, Leadership, Morale, and the Quality of Work Life with attention to ethical considerations. (Also listed as BUS 124.) B

PSY 150 Interviewing & Counseling (3-0) 3 hrs.  
A survey of basic counseling techniques, including an overview of the various schools of counseling—the dynamics of communication, interviewing, resolving resistances by dealing with case materials, and role playing. B

PSY 200 Developmental Psychology (3-0) 3 hrs.  
A study of the development of human behavior throughout the life cycle with emphasis on the principles of physical, social, cognitive, and personality development. Prerequisite: PSY 100. B

PSY 205 Adolescent Psychology (3-0) 3 hrs.  
This course provides an overview of human development during adolescence. Biological, cognitive, and socio-emotional development during adolescence are studied. Families, schools, and cultures are emphasized as contexts for development. Prerequisite: PSY 100. B

PSY 210 Social Psychology (3-0) 3 hrs.  
A study of how people think about, influence, and relate to one another. This course focuses on how attitudes develop, the interrelationship between attitudes and behavior, and how societies and groups influence the way individuals act. An examination of social relationships focuses on interpersonal attraction, prejudice, aggression, conflict, and helping behavior. Prerequisite: PSY 100. B

PSY 215 Biological Psychology (3-0) 3 hrs.  
This course is an introduction to the relationship between our biology and everything we do, think, and feel. More specifically, it is a survey of the theories and research pertaining to the scientific study of anatomy, physiology, and pharmacology of behavior and mental processes. It will focus primarily on the structures and functions of the nervous system and explore how the nervous system affects such phenomena as development, sensation, perception, movement, sleeping, eating, sexual behavior, learning, memory, language, thoughts, emotions, and psychological disorders. It will also consider the relationship between the body and mind, and how and why brain activity gives rise to your unique conscious experience. Prerequisites: PSY 100. Recommended: High school biology or BIO 111. (Also listed as SCI 215.) B

PSY 220 Abnormal Psychology (3-0) 3 hrs.  
This course is an introduction to the field of abnormal psychology. It introduces the student to the current edition of the DSM system of classifying disorders. It emphasizes paradigms that organize and interpret data about behavioral disorders. It seeks to make students aware of the different assumptions behind different therapeutic approaches to behavioral disorders. This course is not intended as a course in clinical psychology. Prerequisite: PSY 100, PSY 200, or permission of instructor. B

PSY 225 Child Psychology (3-0) 3 hrs.  
The goal of this course is to provide an understanding of child development that will be useful to those who plan to work with children or in settings designed for children. Child development will be considered within an ecological framework that includes the influences of families and institutions as well as psychological processes on the developing child. Special attention will be given to domains of development such as language and play that are important for understanding how children function in child care settings. This course will focus on normal development of the child infancy through age 12. Prerequisite: PSY 100. B

RESPIRATORY CARE

Through an articulation agreement with Genesee Community College, FLCC provides access to an Associate in Applied Science degree program in Respiratory Care. Descriptions of respiratory care courses listed here are excerpted from the Genesee Community College Web site.

RCP 101 Respiratory Care I 4 hrs.  
Introduces major concepts of respiratory care, including cardiopulmonary assessment, oxygen therapy, pulmonary function testing, and the therapeutic rationale for these procedures. Laboratory includes hands-on practice of respiratory care procedures and critical thinking skills. Three class hours and two laboratory hours. Prerequisite or concurrent registration in BIO 105. Corequisite: RCP LB1
RCP 103 Cardiopulmonary Anatomy and Physiology
3 hrs.
Examines the control and function of the cardiopulmonary system and how it relates to other body organ systems. Explores cardiac and pulmonary physiology and pathophysiology in the neonatal, pediatric, adult, and geriatric patient. Prerequisite or concurrent registration in BIO 105.

RCP 108 Medical Terminology for Health Studies 1 hr.
Provides an overview of medical terminology. This includes prefixes, suffixes, word roots, terms, and abbreviations.

RCP 114 Respiratory Care 2 3 hrs.
Provides rationale and delivery of airway management, bronchial hygiene therapy, hyperinflation therapy, humidity and aerosol medication procedures. Two class hours and two laboratory hours. Prerequisite: RCP 101 and RCP 103. Corequisite: RCP LB4.

RCP 115 Mechanical Ventilation 1 4 hrs.
Introduces the principles, effects, and classification of mechanical ventilation. Discusses current theory relative to modes, initiation, monitoring, and graphical interpretation. Four credit hours. Three lecture hours, two and a half lab hours. Prerequisites: RCP 101 and RCP 103. Corequisite: RCP LB5.

RCP 116 Mechanical Ventilation 2 2 hrs.
A continuation of RCP 115. Discusses current theory in the management of a patient on mechanical ventilation, weaning from life support, and home care ventilation issues. Case studies involving all aspects of RCP 115 and RCP 116 in the management of multiple disease states and trauma care. Two credit hours. One lecture hour, two and a half lab hours. Prerequisite: RCP 115.

RCP 117 Respiratory Pharmacology 1 hr.
Introduces general and specific respiratory pharmacological principles, including drug calculations, the autonomic nervous system, and delivery methods. Explores drugs used in the treatment of asthma, chronic bronchitis, chronic obstructive pulmonary disease (COPD) and other pulmonary disorders.

RCP 118 Clinical Practice 1 1 hr.
Opportunity to practice cardiopulmonary assessments, respiratory care procedures, critical thinking, and professionalism in a supervised clinical rotation at an area hospital. 128 clinical hours. Prerequisite: RCP 114 and RCP 115.

RCP 202 Cardiopulmonary Pharmacology 2 hrs.
Introduces general pharmacological principles and management relative to the cardiopulmonary system. Includes management and treatment of specific cardiopulmonary disorders and drugs used in advanced cardiac life support (ACLS). Prerequisite: RCP 117.

RCP 203 Neonatal and Pediatric Respiratory Care 3 hrs.
Explores neonatal and pediatric respiratory care beginning with the developmental changes in Utero, the transition at birth, and the continuing development thereafter. Examines the risks and problems associated with these developments and the procedures and rationales for delivering the appropriate respiratory care. Reviews specific neonatal and pediatric disease states, and their treatment relative to respiratory care. Prerequisite: RCP 116, RCP 117 and RCP 118.

RCP 204 Cardiopulmonary Disease 2 hrs.
Examines categories of pulmonary diseases including etiology, detection, management, treatment, and prognosis. Prerequisite: RCP 114 and RCP 116.

RCP 209 Cardiopulmonary Diagnostics 3 hrs.
Introduces equipment used to monitor patients and diagnose cardiopulmonary diseases. Interprets clinical information obtained from pulmonary function testing, electrocardiography, and hemodynamics. Prerequisite: RCP 114 and RCP 116.

RCP 210 Clinical Practice 2 3 hrs.
Provides respiratory care clinical experiences at specialty sites such as hospital operating rooms, sleep medicine clinics, and pulmonary function testing areas. Applies cardiopulmonary assessment, critical thinking and respiratory care knowledge to adult patients. Requires demonstration of knowledge by completing a mock certification exam. Supervised respiratory care at adult critical care rotation sites (384 hours required). Prerequisite: RCP 118.

RCP 216 Clinical Practice 3 3 hrs.

RCP 218 Respiratory Care 3 2 hrs.
Reinforces the total respiratory education through the use of prior national board exam questions in an interactive format. Introduces teaching skills through preparation and presentation of a classroom lecture. Requires demonstration of knowledge by completing a mock registry exam. Prerequisite: RCP 210.

RCP 219 Introduction to Sleep Medicine 3 hrs.
An overview of the sleep disorders most commonly seen in the polysomnography laboratory. Discusses the causes and symptoms of each and presents specific features which will be seen in the polysomnogram and multiple sleep latency test. Stresses the importance of obtaining an accurate assessment, including an in depth patient history, and pertinent clinical data by way of the polysomnography test. Also presents the clinical differences in these disorders among pediatric and adult patients.

SCIENCE

SCI 100 Freshman Orientation to Science/Technology (2-0) 2 hrs.
This course is intended to provide incoming science/technology freshmen with a variety of “student” skills that will not only ease the transition from high school or work to college, but will enable the attainment of a higher learning level which, in turn, will reduce attrition and ensure graduation. Computer software and class participation in problem-solving exercises will be used to enhance problem-solving skills. Orientation to student services and policies, science study techniques, stress management, technological
and environmental issues, calculator skills and other survival skills will be presented. (Carries science credit only in science technology programs.) B

SCI 131 Introduction to Geology (3-2) 4 hrs.
A study of the principles of physical and chemical geology as a dynamic process by which our earth can be characterized as it changes through time. The course will include integrated laboratory and field trip experiences. Offered periodically. B

SCI 137 Chaos: The Self-Organizing Universe (3-2) 4 hrs.
An innovative introduction to Chaos which brings the new scientific paradigm to the undergraduate curriculum. Starting from geometric fractals describing trees, leaves, and snowflakes, the quantitative understanding of fractals is achieved through laboratory exercises, including modeling on computers. Relevance of the Chaos theory is explored across scientific disciplines, and extended to non-science areas such as communications, economics, and arts. This course fulfills a science elective course requirement for students whose primary area of study is other than the sciences; however, interested science/mathematics students can take this course as an elective. Prerequisite: high school algebra (Course I) or GST 142. SU

SCI 151 Introduction to Astronomy (3-1) 3 hrs.
A survey of the mechanics of the solar system as they are interpreted by current astronomers. This course includes study of the motions of the earth, time and concepts and determination, planetary motions and characteristics, and general structure of the solar system as it appears to be at the present time. B

SCI 171 Meteorology (3-0) 3 hrs.
Main sections of this course are seasons, roles of water, other atmospheric energies, organization of the atmosphere, global flow storms, stability and instability, climate possibilities. B

SCI 200 Global Ecosystems (0-3) 3 hrs.
The purpose of this course will be to provide students with field experience relative to course work in the area of Science & Technology as presented at Finger Lakes Community College. This excursion will emphasize the ecosystems, climate change, habitat preservation and distributions within the South African Bushveld and forests, as well as identification of flora and fauna in each studied community. All aspects of the region will be studied including geology, geography, flora, fauna, culture and ecological initiatives. SU

SCI 215 Biological Psychology (3-0) 3 hrs.
This course is an introduction to the interaction between our biology and everything we do, think, and feel. More specifically, it is a survey of the theories and research pertaining to the scientific study of anatomy, physiology, and pharmacology of behavior and mental processes. It will focus primarily on the structures and functions of the nervous system and explore how the nervous system affects such phenomena as development, sensation, perception, movement, sleeping, eating, sexual behavior, learning, memory, language, thoughts, emotions, and psychological disorders. It will also consider the relationship between the body and mind, and how and why brain activity gives rise to your unique conscious experience. Prerequisite: PSY 100. Recommended: High school biology or BIO 111. (Also listed as PSY 215.) B

SCI 220 Glacial Geology of the Finger Lakes (3-0) 3 hrs.
This course is an introduction to glaciation emphasizing the historic events within the Finger Lakes region. The mechanics of glacial motion, erosion, and deposition will be studied and then used to interpret our modern landscape. Students will be introduced to the technique of air photo interpretation. Our modern biodiversity and distributional patterns of organisms will be related to postglacial events. Scenic values associated with glacial landscapes will be a focal point of the class field trips. (Also listed as CON 220.) B

SOCIAL SCIENCE

SSC 125 Foundations of Child Care (3-0) 3 hrs.
This course will examine the contemporary status of child care programs. It introduces the student to child care including in-home, center-based, and institutional. Child care theory and practice as well as public policy will be studied. Prerequisite: HUS 102 and PSY 100. Offered Spring semester. Corequisite: PSY 205 or permission of instructor. B

SSC 150 Human Sexuality (3-0) 3 hrs.
An interdisciplinary course designed to explore a wide range of interests. The aim of this course is to provide students with an understanding of the interactions and interrelationships of human behavior that influence sexual development and behavior. Biological developmental components of human sexuality will also be addressed. The underlying theme is the influence of our social and cultural system on the development of sexual needs, standards, and values. Prerequisite: PSY 100, SOC 100, or permission of instructor. B

SSC 200 Introduction to Gerontology (3-0) 3 hrs.
This course will deal with basic demographic trends, concepts, issues, and myths as they pertain to the process of aging and the older population. An overview of the sociological, psychological, and biological aspects of aging will be presented in order to expand a student’s knowledge and understanding of the phenomenon of aging. Economic issues as they relate to work, retirement, and leisure; alternative living environments; spiritual needs; and legal rights of aging persons will be studied. B

SSC 205 Service Learning (3-0) 3 hrs.
This course will provide students with the opportunity to “learn and serve” while earning academic credit. Students will gain experience volunteering a total of 40 hours at a community agency. Class time is reduced to allow for service learning. Students will attend eight classes during the semester that will focus on issues related to their volunteer experience. Service learning provides a unique opportunity to experience working within a community setting under the guidance of a mentor. This course offers students the flexibility of designing their own work schedules. Course grading is based upon both volunteer work and classroom assignments. B
SOCIETY

SOCI 100 Introduction to Sociology (3-0) 3 hrs.
This course is designed to offer students an opportunity to study in-depth on a particular thematic area in the social sciences. The topic and content will vary from year to year. Specimen topics might include Justice in America, The History, Culture, and Politics of Peace in Ireland, The Vietnam Era 1954-75, Tourism Anthropology, or Sports in Society. Prerequisite: This course is open to all students and community members interested in a particular seminar topic. B

SOCIOLOGY

SOC 110 Social Problems and Deviant Behavior (3-0) 3 hrs.
Social problems and deviant behavior as seen in contemporary society. Emphasis is placed upon analyzing the social structure as a means of gaining insight into the dimensions, causes, and possible solutions to the problems and deviance under study. Prerequisite: SOC 100 or permission of instructor. B

SOC 120 Marriage and Family: The American Family (3-0) 3 hrs.
The course deals with marriage, family life, and alternate life styles in our society. The traditional structure is examined, with considerable emphasis placed on changes taking place, self-understanding, and areas of individual interest. Prerequisite: SOC 100 or permission of instructor. B

SOC 209 Our Cultural Approach to Death (3-0) 3 hrs.
Our culture’s attitudes, beliefs, and rituals in regard to death and the dying process are examined through media, field trips, and value clarification. Present norms and alternate death styles are emphasized to help the student understand existing cultural patterns and accept death as a natural part of the life cycle. B

SOC 210 Racial and Ethnic Minorities (3-0) 3 hrs.
A sociological analysis of various racial and ethnic minorities in the United States. Cross cultural and historical comparison shall be studied as well as policies developed to cope with intergroup tensions. Prerequisite: SOC 100 or permission of instructor. B

SPANISH

SPN 101 Spanish I (3-0) 3 hrs.
SPN 101 is a beginning language course designed for students with no previous experience in Spanish, or whose experience does not make placement in a higher level Spanish course advisable. The course is designed to provide students with the fundamentals of Spanish pronunciation and grammar, as well as an introduction to Latino culture. The course will stress the development of communication skills, especially listening and speaking, but will also promote reading and writing skills. Prerequisite: Placement in ENG 101 per FLCC placement exam or satisfactory completion of ENG 101. B

SPN 102 Spanish II (3-0) 3 hrs.
SPN 102 is a continuation of the introductory level language course (SPN 101), with increased emphasis on vocabulary enrichment and the development of speaking ability as well as strengthening listening and reading comprehension skills. Students at this level will also continue to develop insights into Latino culture and to draw comparisons with their own culture. Prerequisite: Placement in ENG 101 per FLCC placement exam or satisfactory completion of ENG 101 and SPN 101 (or equivalent) or permission of instructor. B

SPN 105 Conversational Spanish I (1-1) 1 hr.
The purpose of this course is to develop Spanish language conversational ability by providing students with additional opportunities to practice speaking and listening skills. It will also complement the parent foreign language course (i.e., SPN 101) by reinforcing the grammar, vocabulary, and cultural points presented in that course. Emphasis will be placed on oral practice. Corequisite: A student must be enrolled in SPN 101 in the same semester that she/he is enrolled in the conversational course. B

SPN 106 Conversational Spanish II (1-1) 1 hr.
The purpose of this course is to continue developing Spanish language conversational ability by providing students with additional opportunities to practice and refine speaking and listening skills. It will also complement the parent foreign language course (i.e., SPN 102) by reinforcing the grammar, vocabulary, and cultural points presented in that course. Emphasis will be placed on oral practice. Corequisite: A student must be enrolled in SPN 102 in the same semester that he/she is enrolled in the conversational course. B

The following courses are offered only when a sufficient number of students are interested. See the Chair of the Department of Humanities or language instructor.

SPN 140 Occupational Spanish (3-0) 3 hrs.
This course provides immediate access to functional Spanish language skills and cultural competence for non-Spanish speaking students enrolled in a career-specific degree, diploma, or certificate program. It is a practical step toward communication in settings where comprehension is crucial. Cultural awareness will be addressed, as well. The goal is to minimize or eliminate barriers to understanding and communication in the workplace so that once students are employed in their chosen field they can be as effective as possible when interacting with Spanish-speakers on the job. The language component utilizes a phonetic system which allows immediate control of Spanish pronunciation to address the most important Spanish commands, questions, and phrases pertinent to daily communication at work. The vocabulary presented will be tailored to the specific needs of the target occupation. The target occupations include (but are not limited to) Law Enforcement, Nursing, Banking, Office Personnel, Hotel and Resort Management, Social Services, Substance Abuse Counseling, Paramedics and EMTs, Teacher’s Aide, and Landscaping. No prior knowledge of Spanish is necessary. B
SPN 175 Spanish Language Immersion (3-0) 3 hrs.
The purpose of this course is to provide students with a linguistic and cultural travel experience relative to previous coursework in Spanish. This travel course is conducted in different locations throughout the Spanish-speaking world. The course will emphasize improving Spanish language proficiency as well as developing an understanding and appreciation of the host country culture. Students will study Spanish at a recognized language institute in the destination site, and will also have the opportunity to do some escorted touring, including touring the capital city. Students will be housed in family homestay accommodations for the majority of the trip. On the first day of class at the host institution, students will take a placement exam and will subsequently be divided into different groups according to their level of ability in Spanish. **Prerequisite:** A minimum of one semester of college-level Spanish (or the equivalent), and permission of the instructor. **B**

SPN 201 Spanish III (3-0) 3 hrs.
SPN 201 expands on the vocabulary and grammatical structures introduced in the first two semesters of study. Emphasis is on the continued development of Spanish language skills through the study and discussion of authentic readings in Latino literature and culture. Students will learn strategies to improve reading comprehension and fundamental composition writing skills. **Prerequisite:** Spanish 102 (or the equivalent) or permission of the instructor. **B**

SPN 202 Spanish IV (3-0) 3 hrs.
SPN 202 is a continuation of the intermediate level course (SPN 201). Emphasis is on enhancing communication skills in Spanish, both spoken and written. Students will refine critical reading and writing skills through further exploration of Latino literature and culture. **Prerequisite:** Spanish 201 (or the equivalent) or permission of the instructor. **B**

SPN 203 Spanish V (3-0) 3 hrs.
An integrated course including highlights of Hispanic civilization, culture, literature, and art. Also included are a variety of activities to stimulate conversation and writing skills. **Prerequisite:** SPN 202. **B**

SPN 204 Spanish VI (3-0) 3 hrs.
A continuation of SPN 203. **Prerequisite:** SPN 203. **B**

SPN 205 Conversational Spanish III (1-1) 1 hr.
The purpose of this course is to continue developing Spanish language conversational ability by providing students with additional opportunities to practice and refine speaking and listening skills. It will also complement the parent foreign language course (i.e., SPN 201) by reinforcing the grammar, vocabulary, and literary points presented in that course. Emphasis will be placed on oral practice. **Corequisite:** A student must be enrolled in SPN 201 in the same semester that he/she is enrolled in the conversational course. **B**

SPN 206 Conversational Spanish IV (1-1) 1 hr.
The purpose of this course is to continue developing Spanish language conversational ability by providing students with additional opportunities to practice and refine speaking and listening skills. It will also complement the parent foreign language course (i.e., SPN 202) by reinforcing the grammar, vocabulary, and literary points presented in that course. Emphasis will be placed on oral practice. **Corequisite:** A student must be enrolled in SPN 202 in the same semester that he/she is enrolled in the conversational course. **B**

TAXIDERMY

TAX 100 Principles of Taxidermy (3-0) 3 hrs.
This course will introduce students to the ethics, regulations, materials, wildlife identification, and basic techniques appropriate for preparing natural specimens. This will give students a basic introduction to what a person must know to start in taxidermy. **F**

TAX 101 Small Mammal Taxidermy (3-0) 3 hrs.
This course will provide basic but intensive experience in the use of tools, materials, and techniques in the preparation of actual mounts. Students will prepare several mounts, partake in demonstrations, and even specialize in one type of specimen preparation. **F**

TAX 102 Fish Mount Preparation (3-0) 3 hrs.
Fish Mount Preparation will expose students to a variety of materials, tools, and methods appropriate for the preparation of fish mounts. Each student will produce several mounts. **S**

TAX 201 Bird Mount Preparation (3-0) 3 hrs.
This course will provide intensive experience in the use of tools, materials, and techniques in the preparation of bird mounts. Students will prepare several bird mounts during the course. **S**

TAX 202 Topics in Advanced Taxidermy (3-0) 3 hrs.
Designed to provide extensive training for taxidermists in the areas of birds, small mammals, and fish preparation. Skills developed will include fleshing, tanning, painting, and presentation of mounts. Course content will vary from semester to semester. Students may repeat this course for credit in each of the different topic areas. **Prerequisite:** TAX 100 or permission of instructor. **F**

TECHNOLOGY

(Courses do not fulfill mathematics/science requirements.)

TECH 101 Materials and Processes I (2-2) 3 hrs.
This is the first course in materials and processes, which is a general introduction to engineering materials and modern processes. Topics include mechanical, physical, and chemical properties of ferrous and non-ferrous metals and processes such as machining, casting, forming, powder metallurgy, and welding. **F**

TECH 104 Materials and Processes II (2-2) 3 hrs.
A continuation of TECH 101. Topics include mechanical, physical, and chemical properties of plastics, ceramics, and composites and processes such as extrusion, injection molding, and thermoforming. Additional topics covered are, CNC machining, inspection, and quality control. **S**

TECH 105 Engineering Drawing I (1-5) 3 hrs.
This course introduces the fundamental concepts related to technical drawing and hand drafting. Topics that will be explored include drawing equipment, sketching, line
weights, lettering, geometric constructions, orthographic projection and multi-views, axonometric & isometric views, shade and shadow, dimensioning, sections, and working drawings. Architectural floor plans, elevations, sections, and details will also be examined. F

TECH 106 Engineering Drawing II 3 hrs. (2D AutoCAD) (1-5)
Techniques for creating, viewing, and plotting 2D AutoCAD drawings will be presented. Lectures, demonstrations, and labs in a variety of applications will enhance the student’s CAD ability and professional development. Topics include drawing, editing, and dimensioning commands; drawing setup; blocks; attributes; and plotting. Prerequisites: TECH 105 or permission of instructor. S

TECH 115 Technology Freshman Seminar (1-2) 2 hrs.
An exploration of today’s engineering and technology fields and the multifaceted role of the technologist. Orientation to student services, academic policies, stress management, science study skills, time management, and other college survival skills will be presented. Additional topics of study include applied mathematics, use of scientific calculators, teamwork and problem solving skills in the classroom, and laboratory and an introduction to the physical units and dimensions encountered in the technologies. B

TECH 122 Electronic Theory I (2-3) 3 hrs.
An introduction to the basic topics of circuit theory and circuit analysis, both DC and AC; the concepts of voltage, current, and power are introduced, as are the primary linear components: resistors, inductors, and capacitors; the fundamental laws and theorems of circuit analysis are covered, including Ohm’s, Kirchoff’s, Superposition, as well as mesh and nodal circuit analysis. Prerequisites: High school physics or SCI 101, and high school mathematics through Course II or MAT 145. F

TECH 123 Digital Electronics (2-3) 5 hrs.
This course focuses on the theory and application of digital devices and circuits. Topics investigated include digital signals, binary number systems, Boolean Algebra and Karnaugh Mapping circuit reduction techniques. Digital devices/circuits tested include basic logic gates, flip flops, counters, adders, registers, encoders, decoders, multiplexers, demultiplexers, and analog-digital converters. The course will also provide an introduction to microcontrollers and applications. Prerequisites: High school physics or SCI 101, and High school math through Course B or MAT 145. S

TECH 130 Construction Materials (3-0) 3 hrs.
This course provides an introduction to the properties and use of materials employed in construction. Topics that will be covered include foundations & soils, wood (light frame & heavy timber), concrete, masonry, steel, roofing, windows & doors, and finishing. Lecture topics are supplemented with material samples, photographs of built projects, video, and field trips. F

TECH 205 Engineering Drawing III (1-5) 3 hrs.
This course includes advanced drafting skills required in a typical engineering design environment. Topics include drawing views, assembly drawings, threads and fasteners, dimensioning, tolerancing, bearings and shafts, gears, cams, springs, keys, sheet metal and weldments, and the design process. Students will use 2D drafting techniques and parametric solid modeling software. Prerequisite: TECH 106. F

TECH 206 Engineering Drawing IV (1-5) 3 hrs.
A continuation of Engineering Drawing III. Advanced topics include geometric positioning and tolerancing as it relates to symbols, terms, datums, modifiers, geometric characteristics, true position and English/Metric units; and computer numerically controlled (CNC) manufacturing of student’s CAD - documented parts executed via post processor software. The course will include an advanced design project involving design calculation formulas studied in other mechanical courses and design and drafting methods studied in previous drawing courses. S

TECH 216 Statics and Strength of Materials (2-3) 3 hrs.
Study of force systems, equilibrium; two and three force members, vectors, analytical methods of solution, friction, moments of inertia of areas. Study of strength of materials concepts: stress, strain, torsional stress and strain, shear and moment in beams, load, shear, and moment diagrams. Prerequisites: PHY 118 and MAT 145 required and MAT 152 recommended. F

TECH 217 Dynamics and Strength of Materials (2-3) 3 hrs.
Continuation of Strength of Materials topics. Deflection of beams (statically determinate and indeterminate), combined load, welded, bolted and riveted connections, and columns. Dynamics topics include kinematics of rigid bodies, work, energy and power, impulse and momentum. Prerequisite: TECH 216. S

TECH 219 3D AutoCAD (2-4) 4 hrs.
Techniques for creating, viewing, plotting, and displaying 3D AutoCAD models will be presented. Lectures, demonstrations, and labs in a variety of in-depth application projects will enhance the student’s CAD creative ability and professional development. Topics include 3-D display, User Coordinate Systems, point filters, extrusion, surfaces, solid modeling, plotting, rendering, and software customization. Prerequisite: TECH 106 or permission of instructor. F

TECH 220 Machine Design I (2-3) 3 hrs.
Introduction to the analytic design of machine elements. Study of kinematics of mechanical linkages, cams, gears, gear trains. Ball and roller bearings. Belt and chain drives. Prerequisites: PHY 118 and MAT 145. Corequisite: TECH 216. MAT 152 recommended. F

TECH 221 Machine Design II (2-3) 3 hrs.
Continuation of the analytic design of machine elements. Topics include power transmission shafting, mechanical clutches and brakes, springs, welded and riveted connections, power screws, and working stresses. Prerequisite: TECH 220. Corequisite: TECH 217. S

TECH 231 Automation of Data Acquisition (2-2) 3 hrs.
The automation of data acquisition is essential for measurements in R&D as well as industrial environments where massive amounts of data collected, especially when the data are collected more rapidly than what is possible manually. The main topics covered include: sources of signals, selection
of appropriate transducers, and signal conditioning needed before signal is converted to digital format for computer controlled data acquisition and analysis. Students will complete a team-based case study project in which they will define and develop an innovative data acquisition solution using appropriate hardware and software tools. Prerequisite: ESC 172, MAT 152, TECH 122, TECH 123. S

TECH 232 Automation Control I (3-2) 4 hrs.
Control tools and techniques used in automation are introduced using Microcontrollers, Programmable Logic Controllers, and Programmable Automation Controllers. Students will apply concepts and techniques learned to complete a team based case study project to solve problems encountered in high technology businesses. Prerequisites: ESC 172, MAT 152, PHY 119, TECH 122, TECH 123, TECH 231. F

TECH 233 Introduction to Process Improvement (3-0)
Students will learn the principles of process improvement through specific methodologies such as Lean Six Sigma. Six Sigma techniques use data driven decisions to reduce defects, drive down costs, and increase efficiency. It focuses on minimizing variation, thereby enabling the process to operate more smoothly and efficiently. Lean is a process that focuses on eliminating waste and streamlining operations. Data driven decisions are still present, but the emphasis on speed for process improvement is key. Basically, Lean is centered around creating more value with less work. Combining these two methodologies provides powerful tools to make improvements in any process or business. Prerequisites: ENG 101 and MAT 152. S

TECH 234 Automation Control II (3-2) 4 hrs.
Control tools and techniques used in automation are developed using Mechatronics (automated motion control) and Industrial Machine Vision (acquisition, processing and use of images in automation control). Students will apply concepts and techniques learned to complete a team based case study project to solve problems encountered in high technology businesses. Prerequisite: ESC 210, ESC 220, TECH 231, TECH 232. S

TECH 242 Construction Management (3-0) 3 hrs.
An overview of principles and practices in the administration of architectural construction projects. Topics include construction methods and materials, planning and scheduling, job cost control, contracts, specifications, safety, and labor relations. Prerequisite: TECH 130. F

TECH 244 Residential Design & Drafting (1-5) 3 hrs.
Students will be introduced to the fundamental concepts required for the drafting and design of residential buildings. The course will simulate a professional setting by working through the steps required for a hypothetical residential project. By the end of the semester, a set of working drawings will be prepared. Topics that will be explored include the building code, the energy code, construction drawings, site plans, floor plans, elevations, sections, foundations, framing plans, and schedules. Prerequisites: TECH 106, TECH 130. F

TECH 246 Commercial Design & Drafting (1-5) 3 hrs.
Students will be introduced to the fundamental concepts required for the drafting and design of commercial buildings. The course will simulate a professional setting by working through the steps required to prepare construction drawings for a project. By the end of the semester, a set of working drawings will be prepared. Topics that will be explored include the building code, ADA requirements, the energy code, construction drawings, site plans, floor plans, ceiling plans, elevations, sections, foundations, framing plans, and schedules. Prerequisite: TECH 244 or permission of instructor. S

TECH 248 Structural Design (3-2) 4 hrs.
Students will be introduced to fundamental concepts related to the design of building structures. Topics that will be covered include 1) forces, 2) trusses, 3) shear & bending moment diagrams, 4) properties of sections, 5) estimating live & dead loads, 6) designing wood beams, columns, & connections, and 7) designing steel beams, columns, and connections. Prerequisites: TECH 216, MAT 145 required. S

TECH 249 Building Mechanical Systems (3-0) 3 hrs.
This course will present an overview of the principles and practices used in the design of mechanical systems for buildings. The fundamentals of HVAC, plumbing, and electrical systems will be examined. Topics that will be explored include: equipment selection, design of delivery systems, energy conservation strategies, application of building codes, and the integration with/impact on architectural design. Prerequisites: MAT 145 and TECH 130. S

TECH 250 Technology Co-op (3-2) 3-6 hrs.
The co-op program enables the technology student to supplement academic studies with work experience. The student will be employed a minimum of 135 work hours (3 credits) or 270 work hours (6 credits) per semester (either full-time or part-time employment). Students will be required to enter into a co-op contract, successfully complete an orientation and submit a written report at the conclusion of the work experience. This course is a technology elective and enrollment is limited to technology students. Prerequisites: Completion of 30 credits in the degree program, advisor approval of co-op placement and a minimum GPA of 2.5 or GPA of 2.00-2.49 with faculty approval.

TECH 260 Construction Estimating (3-0) 3 hrs.
An introduction to cost estimating of an architectural project. Topics include an overview of the estimating process; an introduction to contracts, bonds and specifications; and the preparation of a final bid for a project including quantity takeoffs, material pricing, labor cost, equipment costs, overhead and profit. Prerequisites: TECH 130, TECH 244, and MAT 145. Corequisite: TECH 246 or permission of instructor. S

THEATRE

THE 100 Play Production I (3-0) 3 hrs.
A study and application of the major features of technical production in the theatre with emphasis on scenery construction, painting, properties, costuming, special effects, and makeup. Work on technical crews for department’s fall mainstage production is required. F
THE 101 Play Production II (3-0) 3 hrs.
This course places emphasis on the following areas of stage design: scene, lighting, costume, and make-up. Secondary emphasis will be on stage properties, sound design, and the use of computers in the theatre. Work on technical crews for department’s spring mainstage production is required. S

THE 102 Acting I (3-3) 3 hrs.
A performance course in the study and application of fundamental acting techniques for the stage. Open to all students. B

THE 103 Acting II (3-3) 3 hrs.
This performance course places emphasis on scene study. Students rehearse and present three different scenes (from major plays) during the semester. Open to all students. Acting I is not a prerequisite. S

THE 104 Introduction to the Theatre (3-0) 3 hrs.
A study of theatre as an art through the elements of writing, acting, directing, and play production. The cultural and social influences of the theatre upon society will be discussed. Students will attend and discuss several theatrical productions during the semester. F

THE 106 Children’s Theatre Tour (3-0) 3 hrs.
A workshop/rehearsal/performance course in children’s theatre. Students will prepare a one-act play for presentation at primary and elementary schools in Ontario County. Students may participate as actors or technicians (set construction, props, costumes). Open to all students. Prerequisite: THE 102, THE 103, or permission of instructor. S

THE 115 Backstage Practicum (0-3) 1 hr.
Backstage Practicum provides students the opportunity to participate in the semester’s mainstage production as a backstage technician. Students could serve as the stage manager, light board operator, sound technician, costume dresser, prop runner, or on the shift crew. Prerequisite: THE 102, 101 or permission of the department. Course graded as satisfactory/unsatisfactory. B

THE 181 Mime (3-0) 3 hrs.
A basic course dealing with the study and application of the various techniques of the art of mime. (Also listed as PE 181.) F

THE 210 Introduction to Dramatic Literature (3-0) 3 hrs.
This course is an introduction to the history and genre of drama. By exploring some of the best known plays throughout theatre history and how they were performed, students will develop an understanding of, and appreciation for, the theatre. Lectures, films, and attendance will provide students with a partial overview of the vast range of theatre history and literature. Prerequisite: ENG 102. (Also listed as ENG 213) S

THE 215 Scene Shop Practicum (0-2) 1 hr.
Scene Shop Practicum provides students the opportunity to work in the scene shop for the smester’s theatre productions as carpenters, painters and electricians. Prerequisite: THE 100 and permission of the department. Course graded as satisfactory/unsatisfactory. B

VITICULTURE

VIT 100 Introduction to Wines and Vines (3-0) 3 hrs.
This course is designed to introduce the student to the world of wine grapes, from cultural history and geography to plant taxonomy and anatomy. Topics covered in this course include wine producing regions, varieties grown, and important factors for successful crops. The wine tasting component of the course will be conducted at the Canandaigua Wine and Culinary Center, where the students will learn to distinguish wines and how to pair wines with food. They will take the examination to become internationally certified wine tasters. (Also listed as HRT 100.) F

VIT 105 Basic Viticulture Techniques (3-0) 3 hrs.
This course is designed to introduce students to current practices for establishing a commercial vineyard and maintaining its vigor and productivity once established. Topics covered include site analysis, varietal selection, grafting and rooting cuttings, planting, pruning and trellising methods. Tractor operation and equipment safety will be covered, along with fertilization techniques, cover crop election, and weed management strategies. (Also listed as HRT 105.) S

VIT 110 Summer Vineyard Technology Practicum (6-0) 6 hrs.
This field course is designed to provide experience for students so that they develop relevant skills in current practices for summer maintenance of a commercial vineyard. Requirements will include 225 hours of work at an approved vineyard, completing a workshop on weed identification and management and one on identifying and locating insects and disease. Students will maintain journals on their work experiences, and keep track of their hours of different activities. The focus will be on vineyard maintenance for maximum health and productivity. Prerequisite: VIT 105. SU

VIT 205 Fall Vineyard Technology Practicum (6-0) 6 hrs.
This course is designed to introduce the student to the basics of viticulture. The student will complete a project using geological survey data, evaluating a real site for its potential as a vineyard, plan a fertility program and develop irrigation management based on soil water properties. The student will design the vineyard, planning rows, and calculating the numbers of posts and plants needed. Lecture topics covered will include canopy management, foliar sampling, Best Management Practices, and how cropping systems affect fertility needs. The student will develop a task management plan for a year. Viticulture safety issues will be addressed, as well as specific strategies for management of weeds, vertebrate pests, insects, and diseases. Labor management and vineyard marketing will be discussed. Prerequisite: VIT 105.

VIT 200 Vineyard Management (3-0) 3 hrs.
This course is designed for students already familiar with the basics of viticulture. The student will complete a project using geological survey data, evaluating a real site for its potential as a vineyard, plan a fertility program and develop irrigation management based on soil water properties. The student will design the vineyard, planning rows, and calculating the numbers of posts and plants needed. Lecture topics covered will include canopy management, foliar sampling, Best Management Practices, and how cropping systems affect fertility needs. The student will develop a task management plan for a year. Viticulture safety issues will be addressed, as well as specific strategies for management of weeds, vertebrate pests, insects, and diseases. Labor management and vineyard marketing will be discussed. Prerequisite: VIT 105.
VIT 210 Introduction to Enology (3-0) 3 hrs.
This course is designed to introduce students to the science of wine making. Topics covered include microbiology principles and practices, the analytical methods for testing juices and wines, and the importance of sanitation in the winery. Students will study the processes of fermentation, maturation and aging and become familiar with various wine making equipment and additives. Prerequisite: VIT 100, CHM 121. S

WILDLAND FIRE SUPPRESSION

WFS 100 Orienteering (1-0) 1 hr.
This course will provide students with hands-on experience in the fundamentals of map and compass utilization. Emphasis will be placed on topographic map interpretation and field navigation techniques. In addition to the standard orienteering compass, students will learn how to navigate by Global Positioning System (GPS). F

WFS 101 Fire Science Agencies and Careers (1-0) 1 hr.
This course covers the main federal, state and non-governmental agencies that hire Wildland Fire Fighters. Topics will include the missions of each agency, hiring procedures, the meaning of seasonal employment, job descriptions and job requirements. Students will be given a thorough explanation of positions within and outside of New York State. In addition, the role of volunteer fire fighters will be explored. F

WFS 130 Wildland Fire Suppression (2-0) 2 hrs.
This course provides the training necessary for the Federal Interagency “RED” Card for wildland firefighter. Topics covered include: ignition, behavior, and spread of wildfires; the role of topography and fuels in wildfires; prescribed fires as a management tool; use of fire suppression equipment; methods of fire prevention and suppression; State and Federal wildland fire control agencies. Graded on a satisfactory/unsatisfactory basis. (Also listed as CON 255.) B

WFS 131 Firefighter Type I (1-0) 1 hr.
This interactive course contains activities to allow students to demonstrate the information learned in class. Topics include: fireline reference materials, communications, and tactical decision making. Course meets NWCG (National Wildfire Coordinating Group) standards for S-131 certification (FFT1). Prerequisite: Firefighter type 2 (FFT2). This can be accomplished through completion of CON 255 or any NWCG recognized S-130 course. Graded on a satisfactory/unsatisfactory basis. F

WFS 200 Basic Incident Command System (1-0) 1 hr.
This course introduces students to the principles of the Incident Command System (ICS). Five instructional modules are presented: Principles and Features of ICS, Organizational Overview, Incident Facilities, Incident Resources, and Common Responsibilities Associated with ICS Assignments. Course meets NWCG (National Wildfire Coordinating Group) standards for I-200 certification. S

WFS 211 Portable Pumps and Water Use (2-0) 2 hrs.
This course is designed for individuals to gain competency in the use of portable pumps and water for application on a wildland fire line. Skill areas include supply, delivery and application of water. Students will be required to demonstrate their knowledge of correct water use, basic hydraulics and equipment care. A field exercise requires students to set up, operate and maintain pump equipment. Course meets NWCG (National Wildfire Coordinating Group) standards for S-211 certification. S

WFS 212 Wildland Fire Chain Saws (2-0) 2 hrs.
This course provides an introduction to the function, maintenance and use of powered chain saws and their tactical wildland fire application. This course is appropriate for students with little to no previous experience in operating a chain saw. Field exercises emphasize safety, proper cutting techniques, field maintenance and use of a saw in surroundings similar to fireline situations. Course meets NWCG (National Wildfire Coordinating Group) standards for S-212 certification. Prerequisite: Firefighter type 2 (FFT2). This can be accomplished through completion of CON 255/WFS 130 or any NWCG recognized S-130 course. S

WFS 215 Fire Operations in the Wildland/Urban Interface (2-0) 2 hrs.
This course is designed to assist structure and wildland firefighters who will be making tactical decisions when confronting wildland fires that threaten life, property and/or improvements in the wildland/urban interface. Course meets NWCG (National Wildfire Coordinating Group) standards for S-215 certification. Prerequisite: CON 255/WFS 130 or permission of the Department. S

WFS 230 WFS Crew Boss (2-0) 2 hrs.
This course is designed to produce student proficiency in the performance of duties associated with the single resource boss position from initial dispatch through demobilization to the home unit. Topics include: operational leadership, preparation and mobilization, assignment preparation, risk management, entrapment avoidance, safety and tactics, offline duties, demobilization and post incident responsibilities. Prerequisites: CON 255/WFS 130 and WFS 290 or permission of the instructor. S

WFS 256 Fire Ecology (3-0) 3 hrs.
This course is designed to give students an appreciation and understanding of the ecological role of fire in a variety of North American ecosystems. Advantageous adaptations of species inhabiting fire prone ecosystems will be discussed. The effects of fire on plants and animals will be discussed within the context of ecological time scales. The effect of past state and federal policies concerning wild fire will be examined using various case studies. Students will also be introduced to the use of prescribed burning as a habitat restoration technique. (Also listed as CON 256.) S

WFS 290 Intermediate Wildland Fire Behavior (2-0) 2 hrs.
This course is designed to prepare the prospective supervisor to undertake safe and effective fire management operations in a wildland setting. Topics include environmental, topographic and fuel
factors influencing wildland fire behavior, extreme behavior and assessment of fire behavior estimates and suppression limitations. Course meets NWCG (National Wildfire Coordinating Group) standards for S-290. Prerequisite: CON 255/WFS 130 or any other S-190 recognized course.
ADMINISTRATION, FACULTY, AND STAFF
ADMINISTRATION

PRESIDENT'S CABINET

Barbara G. Risser, President of the College
B.A., Hartwick College
M.S., Syracuse University
Ed.D., University of Pennsylvania

Thomas E. Topping, Vice President of Academic and Student Affairs
B.S., Tennessee Technological University
M.Ed., West Chester State University
Ed.D., Columbia University

Richard W. Evans, Director of Information Technology
B.S., St. Lawrence University
Ph.D., Cornell University

Lisa M. Farrell, Vice President of Advancement
B.A., Binghamton University
M.S., Syracuse University

Grace H. Loomis '84, Director of Human Resources
A.A.S., Finger Lakes Community College
B.S., State University of New York Empire State College
M.B.A., St. John Fisher College

Joseph T. Nairn, Assistant to the President
B.A., Thiel College
M.Ed., University of Vermont

Richard E. Reese, Vice President of Administration/Treasurer
A.A.S., Nassau Community College
B.S., Binghamton University
M.S., Binghamton University

Carol S. Urbaitis, Vice President of Enrollment Management
A.A.S., SUNY College of Technology at Alfred
B.S., State University College at Brockport
M.S.Ed., Alfred University
State University Chancellor’s Award for Excellence in Professional Service, 1995
ADMINISTRATIVE STAFF

Associate Vice President of Academic Initiatives ......................................................... Nancy H. Purdy
Associate Vice President of Instruction & Assessment (Interim) ................................. Milton L. Johnson
Associate Vice President of Student Affairs ................................................................. Kerry L. Levet
Community Affairs Director ......................................................................................... Robert C. Matson
Controller ..................................................................................................................... Joseph L. Delforte
Development Officer ..................................................................................................... Amy I. Pauley
Director of Athletics ..................................................................................................... Robert F. Lowden
Director of Facilities and Grounds ................................................................................ Jan E. J. Holloway
Director of Business Services ....................................................................................... Bruce J. Treat
Director of Campus Safety ............................................................................................. Jason R. Maitland

ACADEMIC DEPARTMENT CHAIRPERSONS

Department of Business ..................................................................................................... Mary M. Wilsey ‘70
Department of Computing Sciences ................................................................................. April Devaux
Department of Developmental Studies ........................................................................... Patricia A. Malinowski
Department of Environmental Conservation and Horticulture ................................. Anne B. Schnell
Department of Humanities ............................................................................................. Jon A. Palzer
Department of Mathematics ......................................................................................... Jacob E. Amidon
Department of Nursing ................................................................................................. Nancy E. Clarkson
Department of Physical Education and Integrated Health Care ................................. Dennis T. Moore
Department of Science and Technology ....................................................................... Melissa A. Miller ‘04
Department of Social Science ....................................................................................... Joshua W. Heller
Department of Visual & Performing Arts ....................................................................... Ines Draskovic

DIRECTORS/COORDINATORS

Bursar ................................................................................................................................. Prakash K. Patel
Campus Center Administrator - Victor Campus ......................................................... Nancy G. Kressman
Career Services Coordinator ......................................................................................... Laura A. Rakoczy
Director of Admissions ................................................................................................. Bonnie R. Ritts
Director of Advisement and Student Development ..................................................... Corinne M. Canough
Director of Concurrent Enrollment .............................................................................. Fred E. Fink
Director of Financial Aid ............................................................................................... Susan M. Romano
Director of Community Standards ................................................................................. Andrew R. Baker
Director of Student Health Services .............................................................................. Karen Z. Stein
Director of Student Life & Transition Services ............................................................. Sarah E. Whiffen
Educational Opportunity Program Coordinator ......................................................... Daniel L. S. Haynes
Extension Services Coordinator - Geneva Campus ..................................................... John W. Cromartie
Extension Services Coordinator - Wayne Campus .......................................................... Laila Leon Paliotti
Library ............................................................................................................................. Frank R. Queener
Registrar .......................................................................................................................... Michael J. Fisher
James W. Baird, Professor Emeritus
B.S., Syracuse University
M.B.A., Syracuse University

William A. Banaszewski, Professor Emeritus
B.S., Springfield College
M.Ed., State University of New York at Buffalo

M. Claire Blanton, Associate Professor Emeritus
B.S., University of Illinois
B.S., Alfred University
M.S., St. John Fisher College
M.H.A., St. Louis University

Marylou E. Boynton, Professor Emeritus
B.A., Wellesley College
M.A., Case Western Reserve
Ed.D., University of Rochester
State University Chancellor’s Award for Excellence in Teaching, 2006

Jack L. Bricker, Professor Emeritus
B.A., Hiram College
M.A., Kent State University

R. Bruce Bridgman, Professor Emeritus
B.A., Michigan State University
M.Ed., State University of New York at Buffalo
State University Chancellor’s Award for Excellence in Teaching, 1993
Student’s Choice Award, 1998

Mary C. Capozzi, Professor Emeritus
B.S., Alfred University
M.S., Syracuse University

John R. Coons, Professor Emeritus
B.S., Ithaca College

Lee A. Drake, Professor Emeritus
B.S., Cornell University
M.S., Syracuse University

Darrow G. Dunham, Professor Emeritus
B.S., State University College at Brockport
M.S., State University College at Brockport
M.S., Syracuse University

Alice N. Fedder, Professor Emeritus
B.S., State University College at Geneseo
M.S., Columbia University

Peter S. Friedman, Vice President of Academic Affairs and Dean Emeritus
B.A., Wayne State University
M.A., University of Michigan

John L. Haluch, Professor Emeritus
A.S. Hudson Valley Community College
B.A., State University College at Geneseo
M.S., Niagara University
State University Chancellor’s Award for Excellence in Teaching, 2004

Daniel T. Hayes, President Emeritus, Distinguished Full Professor
B.S., Emporia State University
M.A., Emporia State University
Ph.D., University of Missouri

Sherman E. Hunt, Professor Emeritus
B.S., State University of New York at Albany
M.S., State University of New York at Albany
M.A., Rutgers University

Marilyn D. Hurlbutt, Professor Emeritus
B.S., University of Rochester
M.S., University of Rochester

Thomas F. Insalaco, Professor Emeritus
B.F.A., State University of New York at Buffalo
M.F.A., Rochester Institute of Technology

Ruth R. Legg, Professor Emeritus
B.A., Morris Harvey College
M.A., Pennsylvania State University

Leonard T. Malinowski, Professor Emeritus
B.S., Niagara University
M.S., State University College at Geneseo
Ph.D., State University of New York at Buffalo

Daniel F. Marion, Professor Emeritus
A.A.S., State University of New York College of Technology at Farmingdale
B.S.A., University of Georgia
M.S., Ohio University
Ph.D., University of Rhode Island

Henry Maus, Professor Emeritus
B.A., State University of New York at Albany
M.A., State University of New York at Albany
State University Chancellor’s Award for Excellence in Teaching, 1989
Charles J. Meder, President Emeritus
B.Ed., State University College at Brockport
M.A., Lehigh University
Ph.D., Syracuse University

John M. Meuser, Professor Emeritus
B.S., State University College at Geneseo
M.S., State University College at Geneseo

Donald F. McCarthy, Professor Emeritus
A.A., John Jay College of Criminal Justice
B.S., John Jay College of Criminal Justice
M.A., John Jay College of Criminal Justice

Edwin L. Moberg, Professor Emeritus
B.S., University of Rhode Island
M.S., The Pennsylvania State University
Ph.D., The Pennsylvania State University

C. Frank Mooney, Distinguished Professor Emeritus
A.B., Drew University
Ph.D., Johns Hopkins University

Edward M. Morrell, Professor Emeritus
B.S., St. John Fisher College
M.S., State University College at Brockport
State University Chancellor’s Award for Excellence in Teaching, 1991

Patricia M. Nettnin, Professor Emeritus
B.S., Bowling Green State University
M.A., State University College at Brockport

Colleen M. O’Mara, Professor Emeritus
A.A., Villa Maria College of Buffalo
B.A., Chaminade College
M.A., Syracuse University
State University Chancellor’s Award for Excellence in Scholarship and Creative Activities/Productivity, 2007

David W. Prull, Professor Emeritus
B.A., Houghton College
M.S., State University College at Geneseo
State University Chancellor’s Award for Excellence in Teaching, 1997

Patricia D. Rice, Professor Emeritus
A.A.S., State University of New York College of Technology at Alfred
B.S., Nazareth College
M.S., Nazareth College

Henry M. Roenke ’74, Conservation Specialist Emeritus
A.A.S., Finger Lakes Community College
B.S., State University of New York Empire State College

John R. Sinton, Professor Emeritus
B.S., Rider College
M.G.A., Wharton School, University of Pennsylvania

Francis W. Smith, Professor of Environmental Conservation and Horticulture Emeritus
B.S., State University of New York College of Environmental Science and Forestry at Syracuse
B.S., Syracuse University
M.S., Syracuse University
Ph.D., Texas A & M University
State University Chancellor’s Award for Excellence in Teaching, 1990

Susan M. Smith, Associate Professor Emeritus
B.S., State University of New York at Albany
M.S., State University College at Brockport
C.A.S., State University College at Brockport

Alan H. Thorpe, Dean Emeritus
B.A., Utica College, Syracuse University
M.S., Syracuse University

Sharon A. Tobey, Associate Professor Emeritus
B.A., Niagara University
M.S., State University College at Brockport

A. John Walker, Professor Emeritus
B.Mus., Eastman School of Music, University of Rochester
M.A., Eastman School of Music, University of Rochester
Ph.D., Eastman School of Music, University of Rochester

Christopher White, Professor Emeritus
B.S., Haverford College
M.S., University of Pennsylvania
Ph.D. Cornell University

Wayne F. Williams, Professor Emeritus
B.F.A., Syracuse University
M.F.A., Syracuse University

Donald Zamperetti, Professor Emeritus
A.A.S., Mohawk Valley Community College
B.B.A., St. John Fisher College
M.S., State University of New York at Albany

Henry M. Roenke ’74, Conservation Specialist Emeritus
A.A.S., Finger Lakes Community College
B.S., State University of New York Empire State College

(Deceased)
FACULTY AND PROFESSIONAL STAFF

*25 or More Years of Service

Kylene D. Abraham '82, Assistant Professor of Nursing
A.A.S., Finger Lakes Community College
B.S., Nazareth College
M.S., St. John Fisher College

Colleen A. Aiezza, Workforce Development Specialist
B.S., Rochester Institute of Technology

Kellie M. Aitchison, Instructor of Biology
B.S., Cornell University
M.A.T., Cornell University

Douglas S. Albert, Assistant Professor of Computing Sciences
A.S., Rochester Institute of Technology
B.S., Rochester Institute of Technology
M.S., Nazareth College

Richard S. Allen, Communications/New Media Specialist
B.S., University of Massachusetts

Jacob E. Amidon, Associate Professor of Mathematics; Chairperson, Department of Mathematics
B.A., State University College at Geneseo
M.A., State University of New York at Binghamton

Selim Araci, Professor of Engineering Science
B.S., Syracuse University
M.S., Syracuse University
Ph.D., State University of New York at Buffalo
State University Chancellor’s Award for Excellence in Teaching, 2007

Kimberly A. Babcock '03, Coordinator of Sustainability
A.S., Finger Lakes Community College
B.S., State University of New York College of Environmental Science and Forestry

Waldo C. Babcock, Librarian
B.A., Georgetown University
M.L.S., Syracuse University

Paul A. Bailey '85, Coordinator, Administrative Computing Services
A.S., Finger Lakes Community College
B.S., Nazareth College

Andrew R. Baker, Director of Community Standards
B.S., State University College at Oneonta
M.S., State University of New York at Albany

Brooke Baker, Director of the Writing Center
B.A., University of Michigan-Flint
M.A., University of Michigan-Flint

Jonathan M. Belec, Instructor of Music Recording
B.S., State University College at Fredonia

Gloria J. Bemben, Professor of Business Administration, Internship Coordinator
B.S., Nazareth College
M.S., Nazareth College
State University Chancellor’s Award for Excellence in Teaching, 2001

Elaine S. Bennett '90, Enrollment Services Specialist
A.A.S., Finger Lakes Community College
B.S., Roberts Wesleyan College

Anoop Bhargava, Assistant Professor of Economics
B.A., University of California at Los Angeles
M.A., Claremont Graduate University

Timothy J. Biehler, Associate Professor of Mathematics
B.A., State University of New York at Buffalo
M.A., State University of New York at Buffalo
State University Chancellor’s Award for Excellence in Teaching, 2005

Paul E. Brock, II, Instructor of Viticulture
B.S., Rensselaer Polytechnic Institute
M.S., Cornell University

Robert J. Brown, Associate Professor of History
B.S., State University College at Brockport
M.A., State University of New York at Albany
Ph.D., Syracuse University
State University Chancellor’s Award for Excellence in Scholarship and Creative Activities, 2009

Sandra M. Brown, Professor of Computing Sciences
B.S., State University of New York at Buffalo
M.S., Rochester Institute of Technology
Sara J. Brown-Russo, Assistant Professor of Social Science
B.S., Northeastern University
M.A., Goldsmiths’ College, University of London

Elizabeth S. Brownell, Associate Professor of Graphic Design
B.A., State University College at Oswego
M.A., State University College at Oswego

Debra A. Bruno, Financial Aid Counselor
B.S., Towson University

Sandra K. Camillo, Associate Professor of English
A.S., Monroe Community College
B.A., State University College at Brockport
M.A., State University College at Brockport

Corinne M. Canough, Director of Advisement and Student Development; Instructor
B.S., Rider College
M.S., Nazareth College
State University Chancellor’s Award for Excellence in Professional Service, 1999

John L. Caraluzzo, Associate Professor of Mathematics
B.S., Ramapo College
M.A., Montclair State College

Kay F. Carlisi ’81, Coordinator Academic Computing Services; Assistant Professor
A.A.S., Finger Lakes Community College
B.S., Rochester Institute of Technology

Heather L. Carnell, Community Affairs Specialist
B.S., State University College at Geneseo
M.P.A., State University College at Brockport

Jennifer L. Carney, Assistant Professor of Biology
B.A., Boston University
M.A., Boston University

Barbara A. Chappell ’81, Associate Professor of Human Services
A.A., Finger Lakes Community College
B.S.W., Nazareth College
M.S.W., Roberts Wesleyan College

Kimberly Wager Chudnick, Associate Professor of Mathematics
B.A., State University College at Geneseo
M.S., Rochester Institute of Technology

Michael V. Cinquino, Technical Specialist, Engineering and Technology
B.S., Rochester Institute of Technology

Nancy E. Clarkson, Professor of Nursing; Chairperson, Department of Nursing
B.S., Keuka College
M.Ed., Teacher’s College, Columbia University

Charlotte A. Cline, Instructor of English
B.A., University of Rochester
M.F.A., University of Maryland

*Stephen G. Connelly, Conservation Technician; Assistant Professor
B.S., State University College at Geneseo

David K. Conyer, Coordinator of Finger Lakes Television
B.S., Indiana University

Richard D. Cook, Professor of Broadcasting
B.A., St. John Fisher College
M.S., Boston University

Charlotte J. Cooper, Reference/Bibliographic Librarian; Professor
B.A., Western Michigan University
M.L.S., Syracuse University
State University Chancellor’s Award for Excellence in Librarianship, 1991

Mary Coriale, Associate Professor of Nursing
B.S., Niagara University
M.S., State University of New York at Stony Brook

John W. Cromartie, Extension Services Coordinator; Instructor
B.A., Hobart College
M.S., State University College at Brockport

Cathy Cushman, Assistant Professor of Music
A.B., Eastman School of Music
M.A., Eastman School of Music

Jean M. D’Abbracci, Professor of Nursing
B.S., Alfred University
M.S., State University of New York at Binghamton
State University Chancellor’s Award for Excellence in Teaching, 1999

Teresa M. Daddis, Student Services Counselor
B.S., State University College at Oswego
M.S.Ed., State University College at Brockport
State University Chancellor’s Award for Excellence in Professional Service, 2008
Joseph L. Delforte, Controller
B.S., Rochester Institute of Technology

April Devaux, Associate Professor of Computing Sciences; Chairperson, Department of Computing Sciences
B.A., State University College at Potsdam
M.S., State University of New York at Binghamton

*Martin C. Dodge, Professor of Environmental Conservation and Horticulture
B.A., Colby College
M.F., Utah State University
State University Chancellor’s Award for Excellence in Teaching, 1992

Ines Draskovic, Assistant Professor of Music; Chairperson, Department of Visual and Performing Arts
M.M., Ithaca College
D.M.A., Eastman School of Music

Lawrence S. Dugan, Director of Online Learning
B.S., Nazareth College
M.Ed., State University College at Brockport

Edward E. Einhouse, Instructor of Economics
B.S., State University College at Fredonia
M.A., State University of New York at Buffalo

Frances E. Emerson, FLCC Geneva Campus Center Evening Coordinator
B.A., Eisenhower College
M.S., Nazareth College

Donald D. Emirbayer, Campus Center Specialist/Academic Support & Student Life
B.S., Rochester Institute of Technology

Barbara A. Etzel, Associate Professor of Psychology
B.S., University of Pittsburgh
M.A., University of Rochester
Ph.D., University of Rochester

*Richard W. Evans, Director of Institutional Computing Services; Associate Professor
B.S., St. Lawrence University
Ph.D., Cornell University

*Jeanne M. Fagan ’77, Professor of Business Administration
A.A.S., Finger Lakes Community College
B.S., Nazareth College
M.S., Rochester Institute of Technology
State University Chancellor’s Award for Excellence in Teaching, 2000

Lisa M. Farrell, Vice President of Advancement
B.A., State University of New York at Binghamton
M.S., Syracuse University

Daniel P. Farsaci, Director of Instructional Technologies
B.S., University of the State of New York Regents College
M.A.Ed., East Carolina University

Amy M. Fenwick, Instructor of Biology
A.S., Brookdale Community College
B.S., Cook College, Rutgers University
M.S., State University of New York at Stony Brook

*Victor P. Fernandez, Student Services Counselor; Assistant Instructor
B.A., Hobart College
M.S.Ed., State University College at Brockport

Deborah K. Ferrell, Professor of English
B.A., Florida State University
M.A., Florida State University
Ph.D., Florida State University

Fred E. Fink, Director of Concurrent Enrollment
A.A.S., Luzerne County Community College
B.S., Rochester Institute of Technology
M.P.A., State University College at Brockport

Michael J. Fisher, Registrar
A.S., Monroe Community College
B.A., Nazareth College

Edward J. FitzPatrick, Professor of Business Administration, Retailing
A.S., Alfred State College
A.A.S., Corning Community College
B.S., Elmira College
M.B.A., University of Montana

John C. Foust ’97, Assistant Professor of Environmental Conservation
A.A.S., Finger Lakes Community College
B.T., State University College of Agriculture and Technology at Cobleskill
M.S., State University College at Brockport

*John R. Fox, Professor of Art
B.F.A., Rochester Institute of Technology
M.S., Rochester Institute of Technology

Laurie H. Freeman, Instructor of Physical Science
B.A., Wittenberg University
M.S., University of California, San Diego
Elizabeth L. Freid '08, Manager of Training & Business Development
A.A., Finger Lakes Community College

Lenore Friend, Community Affairs Specialist
B.A., Colgate University

Theresa M. Gauthier, Associate Professor of Mathematics
B.S., State University College at Fredonia
M.A., State University College at Binghamton

Keith I. Gaylor, IT Specialist
B.S., Rochester Institute of Technology

Margaret E. Gillio, Instructor of English
B.A., Concordia College
M.A., University of Arizona
M.F.A., Minnesota State University

*Bruce A. Gilman, Professor of Environmental Conservation and Horticulture
B.S., St. John Fisher College
M.S., State University of New York College of Environmental Science and Forestry at Syracuse
Ph.D., State University of New York College of Environmental Science and Forestry at Syracuse

John D. Graham '95, Technical Specialist-Developmental Studies
B.A., University of Maryland
M.S., University of Arizona
Ph.D., University of Arizona

*Howard M. Green, Technical Specialist, Department of Developmental Studies; Assistant Instructor
B.Mus., Eastman School of Music, University of Rochester

David L. Harmon, Associate Professor of History
B.A., Pennsylvania State University
M.A., Iowa State University
Ph.D., Iowa State University

Daniel L. S. Haynes, Educational Opportunity Program Coordinator
B.S., State University College at Oswego
M.S., State University College at Oswego

Mary E. Heid, Business Systems Analyst
B.S., Nazareth College

*Joshua W. Heller, Professor of Sociology; Director of International Studies; Chairperson, Department of Social Sciences
B.A., State University College at Cortland
M.A., Syracuse University
State University Chancellor’s Award for Excellence in Faculty Service, 2009

James A. Hewlett, Professor of Biology
B.S., Bucknell University
M.S., University of Connecticut
State University Chancellor’s Award for Excellence in Teaching, 2005

*Linda L. Hobart, Professor of Physical Science
B.S., Rochester Institute of Technology
M.S., Rochester Institute of Technology
State University Chancellor’s Award for Excellence in Teaching, 1995

Charles E. Hoffman '01, Instructor of Mathematics
A.S., Finger Lakes Community College
B.A., State University College at Potsdam
M.A., State University College at Potsdam
M.A., Indiana University
M.A., Michigan State University

Jan E. J. Holloway, Director of Facilities & Grounds
B.S., Daemen College
M.A., Webster University

Jeffrey M. Howard, Associate Professor of Computing Sciences
B.A., State University of New York at Buffalo
Ed.M., State University of New York at Buffalo

Anthony Indorato, Instructor of Psychology/Education
B.S., Nazareth College
M.S., Nazareth College

Bryan M. Ingham, Assistant Professor of Mathematics
B.S., State University College at Fredonia
M.S., State University College at Fredonia

Samuel J. Iraci, Enterprise Technology Coordinator
A.S., Rochester Institute of Technology
B.S., St. John Fisher College

Lorraine K. Jackson, Technical Specialist, Academic Support Center
B.S., Mississippi State University
M.S., Mississippi State University
Catherine T. Johnson, Professor of Theatre
B.A., Belmont University
M.A., Indiana State University
Ph.D., University of Georgia

Milton L. Johnson, Interim, Associate Vice President of Instruction and Assessment
B.A., Indiana State University
M.A., Indiana State University
State University Chancellor’s Award for Excellence in Faculty Service, 2007

Alton G. Jowers, Jr., Assistant Professor of English
B.A., Lambuth University
M.A., Middle Tennessee State University

Robert O. Kalbach, Professor of Chemistry
A.E., The Pennsylvania State University
B.S., The Pennsylvania State University
Ph.D., University of South Florida

Stephen G. Kalbach, Technology Specialist, Campus Centers
B.S., Pennsylvania State University

Suzanne M. Keller, Assistant Professor of Biology
B.A., State University of New York at Buffalo
M.S., State University of New York at Buffalo

*Edward E. Kennedy, Professor of Psychology
B.S., Mansfield University
B.Div., Colgate Rochester/Bexley Hall/Crozer Divinity School
M.Div., Colgate Rochester/Bexley Hall/Crozer Divinity School
M.Ed., University of Rochester
Ed.D., University of Rochester

Deborah M. Kenney, Community Affairs Specialist
B.A., State University College at Geneseo
M.S., State University College at Brockport

Cathryn F. Kent, Professor of Paralegal Studies
B.S., The College of Charleston
J.D., Syracuse University College of Law

Deanna N. Kimbrel, Campus Center Specialist for Operations and Enrollment Services
B.A., State University of New York at Buffalo
M.S., Rochester Institute of Technology

Clinton D. Krager, Assistant Professor of Biology
B.S., University of South Carolina
M.S., University of South Carolina

William D. Kramp, Network Administrator; Assistant Instructor
A.A.S., State University of New York College of Agriculture & Technology at Morrisville
B.S. State University of New York at Empire State College
State University Chancellor’s Award for Excellence in Professional Service, 2010

Nancy G. Kressman, Campus Center Administrator – Victor
B.S., State University College at Geneseo
M.S., Roberts Wesleyan College

Barbara L. Kruger, Associate Professor of Foreign Languages
B.S., Georgetown University
M.A., New York University

Emily M. Kuryla ’90, Technical Specialist, Department of Nursing; Assistant Instructor
A.A.S., Finger Lakes Community College
B.S., St. John Fisher College

Peter A. Kuryla, Assistant Professor of Business Administration; Internship Co-Coordinator
B.S., State University College at Brockport
M.A., State University College at Brockport

Jana S. Lamboy, Associate Professor of Ornamental Horticulture
B.A., Southeast Missouri State University
M.S., University of Illinois at Urbana-Champaign
Ph.D., University of Illinois at Urbana-Champaign

Susan H. Landholm, Associate Professor of Physical Education
B.A., Syracuse University
M.A., Nazareth College

William G. Langston, Instructor of Mathematics
B.S., St. Lawrence University
M.S., Rensselaer Polytechnic Institute
M.S., Rochester Institute of Technology

Richard V. Larkin, Associate Professor of Hotel/Resort Management
B.S., Rochester Institute of Technology
M.S., State University College at Brockport
State University Chancellor’s Award for Excellence in Faculty Service, 2010
Adelaida Leon-Paliotti, Extension Services Coordinator; Assistant Instructor
B.A., William Smith College
M.S.W., Syracuse University
State University Chancellor’s Award for Excellence in Professional Service, 2001

Kerry L. Levett, Associate Vice President of Student Affairs
B.A., Westminster College
M.A., University of Colorado

Grace H. Loomis ’84, Director of Human Resources
A.A.S., Finger Lakes Community College
B.S., State University of New York Empire State College
M.B.A., St. John Fisher College

Robert F. Lowden, Director of Athletics
B.S., Miami University of Ohio
M.S., State University College at Brockport

Maureen Maas-Feary, Professor of Developmental Studies
B.A., State University College at Oswego
M.S., State University College at Brockport

Sondra J. MacKenzie ’07, Conservation Technician
A.A.S., Finger Lakes Community College
B.S., Warren Wilson College

*Frederick L. MacNamara, Professor of Sociology/Human Services
B.A., Hobart College
M.A., Seton Hall University
State University Chancellor’s Award for Excellence in Teaching, 1996

Jason R. Maitland, Director of Campus Safety
B.A., State University College at Fredonia
M.S., Nazareth College

Sharon A. Malecki, Reference / Bibliographic Librarian; Assistant Professor
B.A., State University of New York at Albany
M.L.S., State University of New York at Albany
State University Chancellor’s Award for Excellence in Librarianship, 2002

Sean P. Maley, Instructor of Mathematics
B.A., State University College at Potsdam
M.A., State University College at Potsdam

Patricia A. Malinowski, Professor of Developmental Studies; Chairperson,
Department of Developmental Studies
B.A., State University College at Fredonia
M.S., Bowling Green State University
State University Chancellor’s Award for Excellence in Professional Service, 1993
State University Chancellor’s Award for Excellence in Faculty Service, 2006

Heidi C. Marcin, Director of Marketing
B.A., Nazareth College

Joseph F. Mariconda, Instructor of Criminal Justice
B.S., Rochester Institute of Technology
M.S., Nazareth College

Eric J. Marsh ’98, Instructor/Coach
A.S., Finger Lakes Community College
B.S., Canisius College
M.S., Mississippi State University

Todd A. Marsh, Associate Professor of Architectural Design and Drafting
B.P.S., State University of New York at Buffalo
M.Arch., State University of New York at Buffalo

Robert C. Matson, Community Affairs Director
B.A., Houghton College

Ryan L. McCabe, Multimedia Instructional Designer
B.A., State University College at Potsdam

Amanda B. McCann, Assistant Director of Marketing
B.A., The State University College at Buffalo
B.S., The State University College at Buffalo
M.S., Keuka College

Susan M. McCarthy, Associate Professor of Nursing
B.S., Molloy College
M.S., St. John Fisher College

Mary Jane McComb ’88, Admissions Counselor/DSS Coordinator
A.A.S., Finger Lakes Community College
B.A., Nazareth College
M.A., State University College at Brockport

Stephanie Lynn McGrath ’88, Technical Specialist, Department of Science and Technology; Assistant Instructor
A.A.S., Finger Lakes Community College
B.S., St. Bonaventure University
David R. McGuire, Associate Professor of Music
B.S., Nazareth College
M.M., Arizona State University
Ph.D., State University of New York at Buffalo
State University Chancellor’s Award for Excellence in Teaching, 2007

William C. McLaughlin, Instructor of Computing Sciences
B.A., State University College at Geneseo
M.S., Rochester Institute of Technology

Jason P. McMillan '06, Technical Specialist-Biotechnology
A.S., Finger Lakes Community College
B.A., Keuka College

Christopher P. McNamara, Assistant Professor of Business
B.S., Western New England College
M.B.A., Western New England College

Trista M. Merrill, Associate Professor of English
B.A., State University College at Potsdam
M.A., State University of New York at Binghamton
Ph.D., State University of New York at Binghamton

Ronald J. Metzger, Assistant Professor of Mathematics
B.S., The Pennsylvania State University
M.Ed., The Pennsylvania State University

Lori A. Miller, Instructor of Nursing
B.S., Roberts Wesleyan College
M.S., Roberts Wesleyan College

Melissa A. Miller '04, Assistant Professor of Biology; Chairperson, Department of Science and Technology
A.A.S., Finger Lakes Community College
B.A., Northern Kentucky University
D.C., New York Chiropractic College
State University Chancellor’s Award for Excellence in Teaching, 2010

*Richard F. Monheim '71, Professor of Social Science
A.A., Finger Lakes Community College
B.A., State University College at Cortland
M.S., State University of New York at Albany
Ed.D., Nova University

Mary R. Moon '04, Testing Specialist
A.A.S., Finger Lakes Community College
B.S., State University of New York Empire State College

Sarah J. Moon '98, Automated Systems and Technical Services Librarian
A.A.S., Finger Lakes Community College
B.A., State University College at Brockport
M.L.S., State University of New York at Buffalo

*Dennis T. Moore, Professor of Physical Education; Chairperson, Department of Physical Education and Integrated Health Care
B.S., Ithaca College
M.S., Syracuse University
C.A.S., State University College at Brockport
State University Chancellor’s Award for Excellence in Professional Service, 1998

Sarah E. Morgan, Assistant Professor of Art
B.A., Houghton College
M.F.A., New York Academy of Art

Susan P. Morgan, Assistant Director of Development
B.S., Keuka College
M.S., Nazareth College

*Louise M. Mulvaney, Professor of English
B.S., Le Moyne College
M.S., Siena College
State University Chancellor’s Award for Excellence in Teaching, 1995

Barbara J. Murphy, Professor of Developmental Studies
A.A., Monroe Community College
B.A., State University College at New Paltz
M.A., State University of New York at Buffalo
State University Chancellor’s Award for Excellence in Teaching, 2006

Mary C. Murphy '92, Instructor of Chemical Dependency Counseling/Psychology
A.A., Finger Lakes Community College
B.S., State University of New York Empire State College
M.A., State University of New York Empire State College

Johnathan J. Murray '05, FLCC Wayne Campus Center Evening Coordinator
A.A.S., Finger Lakes Community College

Barron R. Naegel, Assistant Professor of Art
B.A., Connecticut College
M.F.A., University of Michigan

Joseph T. Nairn, Assistant to the President
B.A., Thiel College
M.Ed., University of Vermont
Sharon K. Nedrow, Adult Literacy Coordinator; Instructor
B.A., Houghton College
M.S., State University College at Geneseo

Curtis D. Nehring Bliss, Associate Professor of English; Director of Honors
B.A., Siena College
M.A., State University of New York at Albany
State University Chancellor’s Award for Excellence in Faculty Service, 2008

Amy L. Nichols, Learning Disabilities Coordinator, Developmental Studies; Instructor
A.A., Monroe Community College
B.S., Nazareth College
M.S., Nazareth College

Norah Nolan-Cramer, Coordinator for Students with a Disability
B.S., State University College at Brockport
M.P.H., University of Oklahoma

Karen D. O’Donnell, Professor of Developmental Studies
B.A., St. Bonaventure University
M.S., Purdue University
State University Chancellor’s Award for Excellence in Teaching, 2004

*Deborah L. Olsen ’92, Technical Specialist for Institutional Research; Assistant Instructor
A.O.S., Bryant & Stratton Business Institute
A.A.S., Finger Lakes Community College
B.S., Roberts Wesleyan College

Stephanie Olsen, Technical Specialist, FLCC Geneva Campus Center; Instructor
B.A., State University College at Brockport
M.A., Arhus University, Denmark
M.A., Aalbong University Center, Denmark
State University Chancellor’s Award for Excellence in Professional Service, 2006

Leonard E. Ortenzi, Assistant Professor of Physics
A.S., Niagara County Community College
B.S., State University College at Buffalo
M.S., State University College at Brockport

Dorothy E. Oswald, Technical Specialist, Department of Nursing
B.S., State University College at Plattsburgh

Joseph P. O’Toole, Instructional Specialist-Academic Support Center, Wayne County Campus Center
B.A., St. Bonaventure University
M.A., St. Bonaventure University

Christine M. Palace-Neininger, Assistant to the Controller
A.A.S., State University of New York College of Technology at Delhi
B.S., State University of New York at Binghamton

Jon A. Palzer, Assistant Professor of English; Chairperson, Department of Humanities
B.S., State University College at Brockport
M.A., State University College at Brockport

Christine P. Parker, Instructor of Biology
B.S., William Smith College
M.A., State University of New York at Stony Brook

Christopher J. Parker, Associate Professor of English
B.A., State University of New York at Buffalo
M.A., Ohio University

Prakash K. Patel, Bursar
A.S., Northern Essex Community College
B.S., New Hampshire College
M.B.A., Plymouth State College

Amy I. Pauley, Director of Development
B.A., Smith College
M.B.A., Robert Morris College

William J. Pealer, Media Production Specialist
B.F.A., Rochester Institute of Technology

James A. Perri, Technical Specialist, Theatre Department
B.A., Nazareth College

Maria A. Petricola, Instructor of Massage Therapy
B.A., Grinnell College
D.C., New York Chiropractic College

*Ann M. Pontius, Admissions Counselor; Instructor
B.Mus., State University College at Fredonia
M.S., University of Rochester

Robert M. Potter ’85, Technical Specialist Studio Manager
A.A., Finger Lakes Community College

Thomas C. Priester, Assistant Director of Student Life
B.A., State University College at Fredonia
M.S., State University College at Buffalo
Kelli A. Prior, Associate Professor of Biology; Teaching Center Coordinator
B.S., Nazareth College
M.S., University of Rochester
Ph.D., University of Rochester

Michael P. Prockton, Professor of Business Administration; CPA
B.S., State University of New York at Buffalo
M.S., Rochester Institute of Technology
State University Chancellor’s Award for Excellence in Teaching, 2002

*Nancy Hallstead Purdy, Associate Vice President of Academic Initiatives
B.A., Wells College
M.B.A., Rochester Institute of Technology
State University Chancellor’s Award for Excellence in Professional Service, 1994

Frank R. Queener, Library Director
A.A., Auburn Community College
B.A., State University College at Geneseo
M.S., State University College at Geneseo
State University Chancellor’s Award for Excellence in Professional Service, 2005

Laura A. Rakocz, Career Services Coordinator
B.S., State University College at Buffalo
Ed.M., State University of New York at Buffalo

Bonnie S. Rands, Help Desk Coordinator
A.A.S., Broome Community College
B.A., State University College at Oswego

Heather Reece-Tillack ’83, Professor of Nursing
A.A.S., Finger Lakes Community College
B.S., University of Rochester
M.S., University of Rochester
State University Chancellor’s Award for Excellence in Teaching, 2010

Richard E. Reese, Vice President of Administration/Treasurer
A.A.S., Nassau Community College
B.S., State University of New York at Binghamton
M.S., State University of New York at Binghamton

Eleanor A. Rideout, Technical Specialist, Department of Visual and Performing Arts; Instructor
A.S., Niagara County Community College
B.S., State University College at Fredonia

Kathleen S. Riesenberger, Technical Specialist, Department of Science and Technology; Instructor
B.S., Keuka College
M.S., Nazareth College

Kari D. Ripley ’08, Technical Specialist- Music Recording
A.S., Tompkins Cortland Community College
A.S., Finger Lakes Community College
B.S., Ithaca College

Barbara G. Risser, President of the College
B.A., Hartwick College
M.S., Syracuse University
Ed.D., University of Pennsylvania

Bonnie R. Ritts, Director of Admissions
B.S., Miami University of Ohio
M.A., Bowling Green State University

Ann P. Robinson, Professor of Nursing
B.S., Alfred University
M.S., Syracuse University
State University Chancellor’s Award for Excellence in Teaching, 1996

Jane B. Rogalski, Professor of Nursing
A.A.S., Ferris State University
B.S., Nazareth College (Kalamazoo, Michigan)
M.S., University of Wyoming

Susan M. Romano, Director of Financial Aid
B.S., Rochester Institute of Technology
M.P.A., State University College at Brockport

Linda S. Ross, Assistant Professor of Psychology
B.S., State University College at New Paltz
M.A., State University College at New Paltz
PsyD., Indiana University of Pennsylvania

Rosemarie E. Russell, Academic Support Center Specialist
B.S., Nazareth College
M.S., Nazareth College

Prashanta G. Samanta, Professor of Physics
M.S., Carnegie-Mellon University
Ph.D., University of Maine
State University Chancellor’s Award for Excellence in Teaching, 1998

Elena R. Samson, Coordinator of Secondary Programs
B.S., University of Dayton
M.Ed., Nazareth College
Jeffrey D. Savage '01, Computer Systems Specialist
A.A.S., Finger Lakes Community College
B.S., State University of New York College of Technology at Alfred

Anne B. Schnell, Professor of Environmental Conservation and Horticulture; Chairperson, Department of Environmental Conservation and Horticulture
B.S., Washington State University
M.S., University of New Hampshire

Barbara A. Schreiber, Student Services Counselor; Instructor
B.S., St. John Fisher College
M.Ed., State University College at Brockport
State University Chancellor’s Award for Excellence in Professional Service, 2002

James P. Sconfietti, Associate Professor of Criminal Justice
A.A.S., Monroe Community College
B.A., Morehead State University
M.A., John Jay College of Criminal Justice

Kevin B. Seeley, Desktop Systems Specialist
B.S., Roberts Wesleyan College

Barbara J. Selvek, Associate Professor of Nursing
B.S., Alfred University
M.S., Syracuse University

Reshmi Sen, Instructor of Communications
M.Ed., Worcester State College
Ph.D., Duquesne University

Barbara J. Senglaub '94, Technical Specialist, Art Department
A.A.S., Finger Lakes Community College

Joseph S. Shulman '93, Microcomputer Technician, Institutional Computing Services
A.A.S., Finger Lakes Community College
A.A.S., Finger Lakes Community College
B.S., State University of New York Empire State College

Gary P. Sloan, Assistant Professor of Accounting
M.B.A., Rochester Institute of Technology

Geoffrey E. Smith, Associate Professor of Music
B.S., State University College at Brockport
M.M., Eastman School of Music, University of Rochester

Rochelle D. Smith, Instructor of Ornamental Horticulture
B.S., Canisius College
M.L.A., State University of New York College of Environmental Science and Forestry

Donna M. Spink '85, Coordinator of Emergency Medical Services
A.A.S., Finger Lakes Community College
B.S., State University of New York Empire State College
M.S., Keuka College
State University Chancellor’s Award for Excellence in Professional Service, 2004

Ryan M. Staychock '96, Conservation Technician
A.A.S., Finger Lakes Community College
B.S., Colorado State University
M.S., Colorado State University

Karen Z. Stein, Director of Student Health Services
B.S., State University of New York at Buffalo
M.S., State University of New York at Buffalo

Joseph V. Steinert '06, Biology Lab Technical Specialist
A.S., Finger Lakes Community College

Ann H. Still, Instructor of Paralegal Studies
B.A., Allegheny College
J.D., Emory University

John H. Talbot, Associate Professor of Philosophy
B.A., Hendrix College
M.A., Johns Hopkins University
Ph.D., University of Wales

Bernadine A. Ticonchuk '79, Conservation Technician (Greenhouse)
A.A.S., Finger Lakes Community College
B.S., State University of New York Empire State College

Jacqueline M. Tiermini, Instructor of Developmental Studies
B.S., State University College at Buffalo
M.S., State University College at Buffalo

Jeremy Tiermini, Assistant Professor of Physical Education and Athletic Trainer
B.S., Mount Union College
M.S.S., United States Sports Academy

Thomas E. Topping, Vice President of Academic and Student Affairs
B.S., Tennessee Technological University
M.Ed., West Chester State University
Ed.D., Columbia University
Bruce J. Treat, Director of Business Services  
B.S., Rochester Institute of Technology

Carol S. Urbaitis, Vice President of Enrollment Management  
A.A.S., State University of New York College of Technology at Alfred  
B.S., State University College at Brockport  
M.S.Ed., Alfred University  
State University Chancellor’s Award for Excellence in Professional Service, 1995

James M. Valenti, Instructor of Criminal Justice  
B.A., St. John Fisher College  
J.D., University of Akron  
LL.M., State University of New York at Buffalo

Jonathan VanBlargan ’95, Financial Aid Counselor  
A.A.S., Finger Lakes Community College  
B.S., St. John Fisher College

Michael J. VanEtten, Instructor of Modern Language  
A.A., Finger Lakes Community College  
B.A., State University College at Brockport  
M.A., State University of New York at Buffalo

Karen A. VanKeuren, Director of Grants Development  
B.S., State University College at Oswego  
M.S., State University of New York at Buffalo

John J. Van Niel ’83, Professor of Environmental Conservation and Horticulture  
A.A.S., Finger Lakes Community College  
B.S., State University College at Cortland College  
M.S., Utah State University

Marsha A. VerPlank ’91, Help Desk Technician  
A.A.S., Finger Lakes Community College

Marsha W. Walton, Associate Professor of Mechanical Technology  
B.S., Michigan State University  
M.S., Michigan State University  
State University Chancellor’s Award for Excellence in Teaching, 2008

Amy E. Warcup ’89, Assistant Professor of Massage Therapy  
A.A., Finger Lakes Community College  
B.S., State University College at Fredonia  
M.A., State University of New York Empire State

Jeffrey Weaver, Technical Specialist-Physical Education  
B.S., State University College at Brockport

Jonathan S. Weissman, Instructor of Computing Sciences  
B.S., City University College of Staten Island  
M.A., City University College at Brooklyn

Sarah Whiffen, Director of Student Life and Transition Services  
B.A., Wells College  
M.Ed., Mansfield University

Warren L. White, Assistant Professor of Communications  
B.A., St. John Fisher College  
M.A., State University College at Brockport

William L. White, Media Technician  
A.A.S., Onondaga Community College

*Mary M. Wilsey ’70, Professor of Office Technologies; Chairperson, Department of Business  
A.A.S., Finger Lakes Community College  
B.S., Nazareth College  
M.S., Nazareth College  
State University Chancellor’s Award for Excellence in Teaching, 1998

Robert A. Wink ’08, Associate Professor of Conservation and Horticulture  
A.S., Finger Lakes Community College  
B.S., State University of New York College of Environmental Science and Forestry  
Ph.D., State University of New York College of Environmental Science and Forestry  
State University Chancellor’s Award for Excellence in Teaching, 2008

G. Charles Woods, Web Services Coordinator  
B.S., State University College at Plattsburgh

Amber K. Wyman, Assistant Professor of Biology  
B.S., University of Washington  
M.S., University of Rochester  
Ph.D., University of Rochester

Patricia C. Zimmer, Human Resources Development Specialist  
B.A., State University College at Geneseo  
M.S., Rochester Institute of Technology
SUPPORT STAFF
*25 or More Years of Service

Cheryl Alting ’84
Office of the Bursar

Patricia Batt
Departments of Developmental Studies/Computing Sciences/Mathematics/Science and Technology

Laurel Begy ’99
Center for Advisement and Personal Development

Annette Bell
Facilities & Grounds

Robert Bellew
Facilities & Grounds

Joan Blacken
Office of the Registrar

*David Bloom
Facilities & Grounds

Kathryn Bollen
Office of Human Resources

Laurie Card ’77
Academic Affairs/Student Affairs
State University Chancellor’s Award for Excellence in Classified Services, 2009

Kathryn Carson
Office of Admissions

Lorrie Childs ’03
Office of Advancement

Karen Clement ’79
Library

Robert Coles
Facilities & Grounds

Charles Congdon, Jr.
Facilities & Grounds

Karen Congilaro
Office of Bursar

Ricky Curtis
Facilities & Grounds/Geneva Campus

Michelle D’Arduini
Office of the Controller

Deborah DePauw ’83
Office of the Controller

*Donna Dobbler
Office of Safety and Security

Doreen Durant
Facilities & Grounds

*Stephen Ernhout
Facilities & Grounds

Charlene Fairman ’89
Office of Community Affairs

Rachel Fairman ’91
Business Services

Adam Farley
Facilities & Grounds

Charles Fine ’10
Office of Safety and Security

Bethany Fitch
Facilities & Grounds

Debra Frarey
Office of Enrollment Management

*Geraldine Frere
Office of the Bursar

Andrew George ’98
Office of Safety and Security

John Guinan
Facilities & Grounds/Geneva Campus

Judith Hadsell
Office of the Registrar

*Roxanne Hanford
Business Services

*Deborah Heilman
Office of Academic and Student Affairs

Dawn Hess
Office of Safety and Security

Karen Hopkins
Office of the President

*Joyce Hoppough ’00
Facilities & Grounds
Cheryl Hudson-Curtiss  
Office of Resource Development

Lidia Irizarry  
Office of Financial Aid

*Susan Jabaut  
FLCC Geneva Campus Center

Bruce Jensen  
Facilities & Grounds

Cynthia Johnson  
Facilities & Grounds

Rhonda Jones  
Facilities & Grounds

Debra Jorgensen  
Departments of Nursing/Music

Dexter Kimball  
Facilities & Grounds

Amelia Labusewski  
Facilities & Grounds

Mari Langdon  
Facilities & Grounds

Martha Lankheet  
Office of Admissions

Brandon Lawson '06  
Office of Safety and Security

*Nancy Lawson  
Departments of Conservation/Communications/Theatre

*June Lincoln  
Departments of Social Science/Humanities

Melissa Lomber  
Office of Admissions

Eric McInroy  
Office of Safety and Security

*Jeffrey McManus  
Facilities & Grounds

Kay Meding  
Office of the Registrar

Jane Mitchell  
Office of Marketing

Felicia Morrice  
Departments of Business/Art

Debra Northrop  
Office of Financial Aid

Ellen O'Donnell  
Secondary Programs

John Onorato  
Facilities & Grounds

Bonnie Ott  
Library

Michele Palmer  
Office of Safety and Security

*Linda Pauling  
Library

Eugene Perry  
Facilities & Grounds/Geneva Campus

Catherine Petruccione  
Office of Career Services 
State University Chancellor’s Award for Excellence in Classified Service, 2010

Myrna Pollino  
Office of Safety and Security

Thomas Richter '90  
Facilities & Grounds

*Sally Roelle  
Office of Payroll

Louis Rossi, Jr. '83  
Facilities & Grounds

*Frank Rouse  
Office of Safety and Security

Suanne Santee '97  
Library

Krista Schlenker  
Office of Admissions

Linda Schutt '73  
FLCC Victor Campus Center
FINGER LAKES COMMUNITY COLLEGE
BOARD OF TRUSTEES

Anne S. Galbraith, Esq., Chair
B.A., Denison University
J.D., Syracuse University, College of Law

Dr. Karen Davison Blazey
B.A., University of Colorado
M.S., Syracuse University
C.A.S., SUNY at Albany
Ed.D., SUNY at Albany

John T. Hicks ’90
B.A., St. Lawrence University
A.A.S., Finger Lakes Community College

Wayne F. Houseman
M.S. Ed. (Educational Administration), SUNY College at Brockport

Harry G. Burt
B.B.A., St. John Fisher College

M. Joan Geise
B.A., Ithaca College
M.A., Nazareth College

Noah Knataitis, Student Trustee

E. Brooke Lupton
B.S., Cornell University

Charles P. McCausland
B.A., Syracuse University
M.S.A., George Washington University

Donna M. Mihalik
B.A., Duquesne University
M.A., University of Miami

TRUSTEES EMERITI

Robert A. Belmont
William A. Bigham
John C. Britting
Lyle C. Brown
Donald Burgan
Collins W. Carpenter

Dr. Ernest Hilton
John T. Hopkins
Nancy J. Langer ’77
Albert Learned
Dennis C. McNamara
Michael G. Michaels

Arthur R. Munson
Raymond B. Probst
John Tobin
Kenneth Whitcomb
(Deceased)

FINGER LAKES COMMUNITY COLLEGE FOUNDATION, INC.
BOARD OF DIRECTORS

Stephen R. Martin, Chair

Teresa M. Angelo
Mark L. Blazey
R. Michael Briggs
David G. Case
Margaret Morgan Churchill
Donald J. Culeton
Margaret M. Farnsworth
Ethan S. Fogg ’00
Anne S. Galbraith, Esq.
M. Joan Geise

Robert H. Griswold
Mark J. Hamilton
Thomas E. Hare
Fred A. Herman
Elaine Jackson
Deb E. Jones ’91
Molly C. Mahoney-Thurston ’91
Jeffrey D. Morrell
Douglas P. Mossbrook
Victor C. Nelson

Judith A. Newkirk
Timothy D. Newland ’86
Ron Parrish
Daye A. Parsons ’93
Amy I. Pauley
Deborah A. Price
Barbara G. Risser, Ed.D.
Thomas Sexton
Thomas Walters
Craig E. Welch

ONTARIO COUNTY BOARD OF SUPERVISORS
Theodore M. Fafinski, Chair

Ralph F. Angelo
David B. Baker
Richard M. Calabrese
Samuel J. Casella
John Champlin
Frank G. Duserick
Charles Evangelista

Jeffrey L. Gallahan
Mary R. Green
Robert A. Green, Jr.
Dorothy N. Huber
Robert C. LaRocca
Mary E. Luckern
John F. Marren

Daniel Q. Marshall
Donald C. Ninestine
Richard S. Russell
John T. Sheppard
Kristine A. Singer
Norman L. Teed
FINGER LAKES COMMUNITY COLLEGE
ADVISORY COMMITTEES

CAMPUS CENTERS

FLCC GENEVA CAMPUS CENTER

James Brennan
Robert Buccieri
Seneca Falls Local Development Corporation
Seneca Falls Village Hall
Harry Burt
FLCC Trustee
Kathleen Crelot
Finger Lakes Federal Credit Union
Stu Einstein
City of Geneva
Jeff Friend
Lyons National Bank
Michael Fults
Ramada Inn

Ross Gansz
Zotos
Robert Gladden
Geneva Chamber of Commerce
Thomas Macinski
Standing Stone Vineyards
Brian Moore
Seneca Foods
Brian Nicholson
Red Jacket Orchards
Susan Noble
Cornell Agriculture & Food Tech Park

John O’Donnell
Zoto’s International, Inc.
Ann Orman
Penn Yan School District

FLCC WAYNE COUNTY CAMPUS CENTER

Peter Blandino
Village of Newark
Elly Dawson
Newark Public Library
Susie Earl
Newark Board of Education
Henry Hann
Newark Central Schools
Hon. James Hoffman
Wayne County Board of Supervisors
James Homburger
Silver Hill Associates LLC

Robert Ike
Palmyra-Macedon Central Schools
Rev. Timothy Johnson
Hon. Ken Lauderdale
Town of Savannah
Annette B. Leahy
ViaHealth of Wayne County
Dr. Joseph J. Marinelli
Wayne-Finger Lakes BOCES
Hon. James Marquette
Wayne County

Cynthia Miner
North-Rose Wolcott Central Schools
Richard Plympton ‘83
Optimax Systems, Inc.
Susan Kay Salvaggio
Sodus Central Schools
Barbara J. Smith
Kathy Wegman
Marion Central Schools
Brenda Westcott
Community Bank

FLCC VICTOR CAMPUS CENTER

Dr. Lotfi Belkhir
Kirtas Technology
Debbie Culeton
Info Directions
David Denz
Small Business Development Center
Mark DiFelice
DiFelice Development, Inc.
Mitch Donovan
Victor Chamber of Commerce
Donna Durst ’86
Certified Public Accountant
Marge Elder
Conservation Board
Town of Victor

Jeffrey Friend
Lyons National Bank
Paul Griswold
Finger Lakes Technology Group
Mark Hamilton
Integrated Systems
Kent Johnson
KJ Transportation, Inc.
Timothy Maher ‘03
Maher Sports Apparel
Honorable Jack Marren
Town of Victor

Michael Midley
Bloomfield Central School
Donna Mihalik
FLCC Trustee
Jeffrey Morrell
Morrell Builders
Dawn Santiago-Marullo
Victor Central School
Susan Stehling
Farmington Chamber of Commerce
Scott Thon
Infotegrity
Chauncy Young ‘05
Sage Financial
BIOTECHNOLOGY

Sonia Wallman, Director of NBC2
New Hampshire Community Technical College
Portsmouth, NH

Niall Carolan, Ph.D., Manufacturing Operations Training Manager
Human Genome Sciences
Rockville, MD

Douglas Merrill, Director, Center for Bioscience Education and Technology
Rochester Institute of Technology
Rochester, New York

Joseph P. Lingle, P.E. Director Facilities Operations
GlaxoSmithKline
King of Prussia, PA

Mary Jane Kurtz, Co-PI (MA/CT)
Minuteman Regional High School
Lexington, MA

David Lewis, Principle Scientist, Quality Control Technical Services
Genzyme, Corporation
Burlington, MA

Linda Rehfuss
Montgomery County Community College
Blue Bell, PA

Wayne Wilson, Associate Director of Biologics Quality Control
Bristol-Myers Squibb
Syracuse, NY

Tom Burkett, CC of Baltimore County
Catonsville, MD

Bryan M. Shingle, Associate Manager Clinical Manufacturing & Material Services
Centocor Research & Development, Inc.
Spring House, PA

Olga Mollin, Upstream Manufacturing Manager
Lonza Biologics
Portsmouth, NH

John Sauers, Training Manager Quality Assurance
Abbott Research Center
Worcester, MA

Terry Corzine, Director of Training Quality Assurance
Amgen RI
West Greenwich, RI

Alex Tschumakow, Senior Manager, Clinical Manufacturing
Shire HGT
Cambridge, MA

Heidi Kuch, Training Supervisor Upstream/Downstream
Wyeth Biopharma
Andover, MA

David A. Lindsay, Ph.D., Director, Manufacturing MedImmune
Frederick, MD

BUSINESS ADMINISTRATION AND ACCOUNTING

Karen Drucker, Sr. Accountant
Sirianni & Co., CPAs, LLP
Victor, NY

Dave Nientimp, VP of Marketing
Centerra Wine Company

Kevin Hurley, Deputy / Acting Regional Director
Empire State Development
Fairport, NY

Maureen Pyfrom, Business Teacher
Palmyra-Macedon High School
Palmyra, NY

Mary Jo Johnson, Director of Finance
Infotronics
Farmington, NY

Angie Scanlon, HR Director
Ultrasilfe Batteries
Newark, NY

Heidi Marcin, Director of Marketing
Finger Lakes Community College

Roger Simolo, Retired, Scheduler/Buyer
Seneca Falls, NY

Michael J. Miller ’89, CISSP, VP of Global Security
Global Crossing
Fairport, NY

George A Wasickanin, Network Manager
Crosman Corporation
Fairport, NY

David A. Lindsay, Ph.D., Director, Manufacturing MedImmune
Frederick, MD

CRIMINAL JUSTICE

Richard M. Healy, Esq., District Attorney
Wayne County

Philip Povero ’72, ’74
Ontario County Sheriff

Patrick McCarthy, Retired Chief of Police
Canandaigua Police Department
DEVELOPMENTAL STUDIES

Elly Dawson
Finger Lakes Community College
Wayne County Center
Newark, NY
Carol Gaelens
Mid-West RAEN
WXXI
Rochester, NY
Rebecca Gamba ’92
Lyons Central School District
Lyons, NY
Mary Ann Giglio
Center for Academic Improvement
SUNY at Brockport
Brockport, NY
Carole Lillis
Canandaigua, NY
Patricia McCurdy
Cayuga Community College / Fulton Center
Fulton, NY
Debra Meek
Canandaigua, NY
Trista Merrill
Assistant Professor of English
Finger Lakes Community College
Canandaigua, NY
Arlene Phillips
Monroe Community College
Rochester, NY
Barbara Schreiber
Student Services Counselor and Instructor
Finger Lakes Community College
Canandaigua, NY

ENGINEERING & TECHNOLOGY

William C. Dean, AIA, Associate Professor and Chair
Computer Imaging and Architectural Engineering Technology
Alfred State College
Alfred, NY
Nancy Jendryaszek, AIA, Partner
Pathfinder Engineers LLP
Rochester, NY
Randy Kennard ’93, Process/Engineering Technician
Inkjet Mfg. Research and Process Development
Eastman Kodak Company
Rochester, NY
Douglas Kinnear, Manager Commercial Products
G.W. Lisk Company, Inc.
Clifton Springs, NY
Rick Schopinsky, President & COO
Pierce Industries
Rochester, NY

HOTEL AND RESORT MANAGEMENT

Greg Mulhern, General Manager
Bristol Harbour
Canandaigua, NY
Jessica Bacher (FLCC Graduate), General Manager
Hampton Inn Geneva
Geneva, NY
Robert Bennett, CHA, General Manager
Holiday Inn Express Hotel & Suites
Victor, NY
Victor Nelson, CHA, Ramada Geneva
Lakefront, General Manager
Geneva, NY
Jennifer Sindoni ’03, General Manager
Microtel Inn & Suites
Seneca Falls, NY
David M. Scuteri, CHA, Lodging Manager
Belhurst
Geneva, NY
Alan Holt, General Manager
Hampton Inn & Suites Victor
Victor, NY
MARKETING

Brett Utter ‘97
Manager - Wegmans
Canandaigua, NY

Dave Balliette ‘00
Employment Specialist - Clifton Springs Hospital and Clinic
Clifton Springs, NY

Phyliss Tucker
Assistant Professor – Business
SUNY Morrisville
Morrisville, NY

David Morse
Owner - Olde Country Picture Framers
Canandaigua, NY

NURSING

Elaine Andolina
Director of Admissions
University of Rochester School of Nursing

Mary Freida ’77
Alumni Representative

Carol B. Henretta, Ed.D., R.N.
Assistant Professor Emerita
University of Rochester School of Nursing

Patricia Lind
Associate Director for Patient/Nursing Services
Veterans Administration Medical Center

Marie O’Toole
Chairperson, Department of Nursing
Nazareth College

Vicki Record ’92, ’96
Director of Education
Marion S. Whalen School of Practical Nursing

Nancy Ressequie
Coordinator of Nursing Recruitment
Strong Memorial Hospital

Dr. Hazel P. Robertshaw
Vice President of Nursing
Thompson Health

Donna Ryan, R.N.
School Nurse
Canandaigua Academy

Michele Wheeler
Director of Clinical Services
Finger Lakes Visiting Nurse Service

Nancy Wilk
Assistant Professor of Nursing
St. John Fisher College (Vacancies-Fall Appointment)

2 Student Representatives

OFFICE TECHNOLOGIES

Andrea Leach
Contract and Trademark Administrator
Constellation Wines
Canandaigua, NY

Cheryl Bix ‘78
Canandaigua Academy
Canandaigua, NY

Jim Meehan
Victor, NY

Mario Domanti
Director of Human Resources
Harris Beach LLP
Pittsford, NY
PARALEGAL

Alexandra Burkett, Esq.
Canandaigua, NY

Kathy Denosky ’00
Canandaigua, NY

Joseph S. Dressner, Esq.
Canandaigua, NY

David Gibbs
Underberg and Kessler
Rochester, NY

Cassy Kent, Esq.
Finger Lakes Community College
Canandaigua, NY

Dr. Thomas Topping
Vice President of Academic and Student Affairs
Finger Lakes Community College
Canandaigua, NY

Cindy Kamholtz
Student Member

Laura Knoblauch
Rochester, NY

Jennifer McCall
Jennifer McCall-LaSalle
McCall Staffing Associates
Rochester, NY

Melody Metz
Community Member

PHYSICAL EDUCATION AND INTEGRATED HEALTH CARE

Jeff Bray, Athletic Trainer
Keuka College

Ron Cervolo
Newark High School

Lori Delyser ’90
Marion High School

Jeff Thompson
Gananda Central High School

Steve Veeder ’88
Lyons Central High School

Susan Mack ’83
Lyons Elementary School

John Moran ’79, President
Roseland Bowl

Dave Pullen ’90, Administrator
Penn Yan High School

John Wilber, Alumnus
Finger Lakes Community College

THERAPEUTIC MASSAGE / INTEGRATED HEALTH CARE

Karin Cole, LMT, CDT, Massage Therapy Coordinator
Strong Palliative Care Program

Professor Darlene Easton, L.Ac
Acupuncture & Oriental Medicine
NY Chiropractic College

Julie Howe, LMT
Integrated Medicine and Spa
The Springs
Clifton Springs Hospital

Patricia Lind, RN, Associate Director of Patient Nursing Services
VA Medical Center

Noreen Quinn, RN, Senior Associate Executive Director
Ontario ARC

Judith A. Raffard ’03, LMT
Owner/President
BodyWork Benefits
Wellness Center

Mary Ellen Souder ’03, LMT
Mind / Body Center
FF Thompson Hospital

Chauncy Young ’05, LMT
TOURISM MANAGEMENT
SPORTS AND TOURISM STUDIES

Sally Berry
President
Bristol Creek Tourism Consulting
Canandaigua, NY

Alexa Gifford
Executive Director
New York State Wine and Culinary Center
Canandaigua, NY

Spike Herzig, President
The Herzig Group
Geneva, NY

Valerie Knoblauch, Executive Director
Finger Lakes Visitor Connection
Canandaigua, NY

Autumn Matteson ’92
Project Director
Member Relationship Management
AAA Western and Central New York
Williamsville, NY

John Parkhurst
Executive Vice President
Rochester Broadway Theatre League
Rochester, NY

Dr. Gary D. Praetzel
Dean, College of Hospitality and Tourism Management
Niagara University

Steven Salluzzo
Manager of Contract and Auxiliary Services
St John Fisher College
Rochester, NY

Kelly Andrews ’96, MIS Director
G. W. Lisk Co., Inc.

Clark Culver, Business Manager
IBW Local 840

Fred Fink, Director of Concurrent Enrollment
FLCC Geneva Campus Center

Rebecca Gamba ’92, Grants Director
Lyons Central School

Student Representative (Open)

Jane Shaffer, Vice President
Sessler Companies

Karen Springmeier, Executive Director
FL Workforce Investment Board

Martin Teller, Executive Director
FLACRA

Laurie Tornow, Private Business Owner

Brian Young, Director
Ontario County Workforce Development

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT
OF 2006 Local Advisory Council

Kelly Andrews ’96, MIS Director
G. W. Lisk Co., Inc.

Clark Culver, Business Manager
IBW Local 840

Fred Fink, Director of Concurrent Enrollment
FLCC Geneva Campus Center

Rebecca Gamba ’92, Grants Director
Lyons Central School

Student Representative (Open)

Jane Shaffer, Vice President
Sessler Companies

Karen Springmeier, Executive Director
FL Workforce Investment Board

Martin Teller, Executive Director
FLACRA

Laurie Tornow, Private Business Owner

Brian Young, Director
Ontario County Workforce Development
STATE UNIVERSITY OF NEW YORK

BOARD OF TRUSTEES
Carl T. Hayden, Elmira

Aminy I. Audi, Manlius
Robert J. Bellafiore, Albany
Ronald G. Ehrenberg, Ithaca
Julie Gondar (Student Trustee)
Stephen J. Hunt, Katonah
Eunice A. Lewin, Buffalo
Marshall A. Lichtman, Pittsford
H. Carl McCall, New York City

John Murad, Jr., Jamesville
Pedro Noguera, New York City
Kenneth P. O’Brien (Faculty Senate)
Linda Sanford, Chappaqua
Carl Spielvogel, New York City
Cary F. Staller, Old Field
Harvey F. Wachsman, Upper Brookville
Gerri Warren-Merrick, New York City

State University of New York (SUNY) stands as an integrated, unified system of 64 campuses enrolling more than 400,000 students. Established in 1948, it is the nation’s youngest and largest State University. SUNY consists of the following components:

UNIVERSITY CENTERS AND DOCTORAL DEGREE GRANTING INSTITUTIONS
University at Albany
Binghamton University
University at Buffalo
Stony Brook University
Downstate Medical Center
Upstate Medical Center at Syracuse
Environmental Science and Forestry
College of Optometry
New York State College of Ceramics at Alfred University
Agriculture and Life Sciences at Cornell University
Human Ecology at Cornell University
Veterinary Medicine at Cornell University
Industrial and Labor Relations at Cornell University

UNIVERSITY COLLEGES
State University College at Brockport
State University College at Buffalo
State University College at Cortland
State University College at Fredonia
State University College at Geneseo
State University College at New Paltz
State University College at Old Westbury
State University College at Oneonta
State University College at Oswego
State University College at Plattsburgh
State University College at Potsdam
State University College at Purchase
State University of New York Empire State College
COLLEGES OF TECHNOLOGY
State University of New York College of Technology at Alfred
State University of New York College of Technology at Canton
State University of New York College of Agriculture and Technology at Cobleskill
State University of New York College of Technology at Delhi
State University of New York College of Technology at Farmingdale
State University of New York College of Agriculture and Technology at Morrisville
State University of New York Maritime College
State University of New York Institute of Technology

COMMUNITY COLLEGES
Adirondack Community College
Broome Community College
Cayuga County Community College
Clinton Community College
Columbia-Greene Community College
Corning Community College
Dutchess Community College
Erie Community College
Fashion Institute of Technology
Finger Lakes Community College
Fulton-Montgomery Community College
Genesee Community College
Herkimer County Community College
Hudson Valley Community College
Jamestown Community College
Jefferson Community College
Mohawk Valley Community College
Monroe Community College
Nassau Community College
Niagara County Community College
North Country Community College
Onondaga Community College
Orange County Community College
Rockland Community College
Schenectady County Community College
Suffolk County Community College
Sullivan County Community College
Tompkins Cortland Community College
Ulster County Community College
Westchester Community College
### FINGER LAKES COMMUNITY COLLEGE
### CATALOG INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Appeals</td>
<td>75</td>
</tr>
<tr>
<td>Academic Dishonesty</td>
<td>72</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>72</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>75</td>
</tr>
<tr>
<td>Academic Appeals</td>
<td>75</td>
</tr>
<tr>
<td>Academic Dishonesty</td>
<td>72</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>72</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>75</td>
</tr>
<tr>
<td>Code of Conduct Policy</td>
<td>46</td>
</tr>
<tr>
<td>Consequences</td>
<td>73</td>
</tr>
<tr>
<td>Grievance Procedures</td>
<td>46</td>
</tr>
<tr>
<td>Philosophy</td>
<td>70</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>76</td>
</tr>
<tr>
<td>Application for Degree or Certificate</td>
<td>78</td>
</tr>
<tr>
<td>Consequences</td>
<td>73</td>
</tr>
<tr>
<td>Dean’s List</td>
<td>73</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>70</td>
</tr>
<tr>
<td>Fresh Start Policy</td>
<td>78</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>73</td>
</tr>
<tr>
<td>Grading System</td>
<td>70</td>
</tr>
<tr>
<td>Graduation With Honor</td>
<td>79</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>79</td>
</tr>
<tr>
<td>Photography</td>
<td>70</td>
</tr>
<tr>
<td>Reinstatement for Academically Dismissed Students</td>
<td>76</td>
</tr>
<tr>
<td>Repeat Courses</td>
<td>73</td>
</tr>
<tr>
<td>Standard of Academic Progress</td>
<td>73</td>
</tr>
<tr>
<td>for State Aid (TAP)</td>
<td>76</td>
</tr>
<tr>
<td>Pursuit of Program</td>
<td>76</td>
</tr>
<tr>
<td>Standards of Good Academic</td>
<td>76</td>
</tr>
<tr>
<td>State Aid and Courses within a Degree Program</td>
<td>77</td>
</tr>
<tr>
<td>State Aid and Repeat Courses</td>
<td>77</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>77</td>
</tr>
<tr>
<td>Waiver for Reinstatement of State Financial Aid Eligibility</td>
<td>77</td>
</tr>
<tr>
<td>Standard of Academic Progress for Federal Aid</td>
<td>78</td>
</tr>
<tr>
<td>Standards of Progress</td>
<td>74</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>60</td>
</tr>
<tr>
<td>Accreditation</td>
<td>inside front cover</td>
</tr>
<tr>
<td>Administration, Faculty, Staff</td>
<td>297</td>
</tr>
<tr>
<td>Admission Policy</td>
<td>10</td>
</tr>
<tr>
<td>Ability to Benefit Testing</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>20</td>
</tr>
<tr>
<td>Articulation Agreements</td>
<td>22</td>
</tr>
<tr>
<td>Carl D. Perkins Title II Grant</td>
<td>18</td>
</tr>
<tr>
<td>CLEP</td>
<td>20</td>
</tr>
<tr>
<td>College Courses for</td>
<td></td>
</tr>
<tr>
<td>High School Students</td>
<td>17</td>
</tr>
<tr>
<td>Contract Study</td>
<td>21</td>
</tr>
<tr>
<td>Credit for Life Experience through Portfolio Assessment</td>
<td>20</td>
</tr>
<tr>
<td>DANTES</td>
<td>20</td>
</tr>
<tr>
<td>Departmental Challenge Exams</td>
<td>21</td>
</tr>
<tr>
<td>Deposit, Pre-Admission</td>
<td>26</td>
</tr>
<tr>
<td>Early Admissions</td>
<td>16</td>
</tr>
<tr>
<td>Equivalency Diploma (G.E.D.)</td>
<td>22</td>
</tr>
<tr>
<td>Excelsior College Examinations</td>
<td>20</td>
</tr>
<tr>
<td>Felony Convictions/</td>
<td></td>
</tr>
<tr>
<td>Disciplinary Dismissal</td>
<td>13</td>
</tr>
<tr>
<td>Full-time Students</td>
<td>14</td>
</tr>
<tr>
<td>Gemini</td>
<td>17</td>
</tr>
<tr>
<td>G.E.D.</td>
<td>22</td>
</tr>
<tr>
<td>High School Instruction for College Credit</td>
<td>17</td>
</tr>
<tr>
<td>Immunization Requirements</td>
<td>10, 16</td>
</tr>
<tr>
<td>Independent Study</td>
<td>21</td>
</tr>
<tr>
<td>International Students</td>
<td>13</td>
</tr>
<tr>
<td>Part-time Students</td>
<td>14</td>
</tr>
<tr>
<td>Procedures</td>
<td>12</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>13</td>
</tr>
<tr>
<td>Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Second Associate Degree</td>
<td>14</td>
</tr>
<tr>
<td>Skills Assessment</td>
<td>14</td>
</tr>
<tr>
<td>Status</td>
<td>13</td>
</tr>
<tr>
<td>Students Under the Age of 16</td>
<td>18</td>
</tr>
<tr>
<td>3-1-1</td>
<td>17</td>
</tr>
<tr>
<td>Transfer Students (transferring to FLCC)</td>
<td>13</td>
</tr>
<tr>
<td>Tutorial Instruction</td>
<td>22</td>
</tr>
<tr>
<td>United States Air Force ROTC</td>
<td>19</td>
</tr>
<tr>
<td>Adult Basic Education</td>
<td>60</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>20</td>
</tr>
<tr>
<td>Advisement &amp; Skills Assessment</td>
<td>49</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td>317</td>
</tr>
<tr>
<td>Alpha Beta Gamma</td>
<td>55</td>
</tr>
<tr>
<td>Appeals</td>
<td>75</td>
</tr>
<tr>
<td>Application for Degree or Certificate</td>
<td>78</td>
</tr>
<tr>
<td>Articulation Agreements</td>
<td>22</td>
</tr>
<tr>
<td>Assessment, Skills</td>
<td>14, 49</td>
</tr>
<tr>
<td>Associate in Arts</td>
<td>104</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>105</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>105</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>108</td>
</tr>
<tr>
<td>(Teacher Education Transfer)</td>
<td></td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>108</td>
</tr>
</tbody>
</table>

---

*Note: Full list of indexes not fully transcribed.*
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Applied Science</td>
<td>158</td>
</tr>
<tr>
<td>Business-Accounting</td>
<td>159</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>159</td>
</tr>
<tr>
<td>Business-Business Administration</td>
<td>162</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>162</td>
</tr>
<tr>
<td>Business - Office Technologies-</td>
<td>165</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>165</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>165</td>
</tr>
<tr>
<td>Office Technology Certificate</td>
<td>167</td>
</tr>
<tr>
<td>Chemical Dependency Counseling</td>
<td>168</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>168</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>170</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>170</td>
</tr>
<tr>
<td>Criminal Justice Certificate</td>
<td>173</td>
</tr>
<tr>
<td>Fisheries Technology</td>
<td>181</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>182</td>
</tr>
<tr>
<td>Game Programming and Design</td>
<td>184</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>184</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>187</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>187</td>
</tr>
<tr>
<td>Hotel and Resort Management</td>
<td>190</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>190</td>
</tr>
<tr>
<td>Information Technology</td>
<td>193</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>194</td>
</tr>
<tr>
<td>Applied Computer Applications Certificate</td>
<td>197</td>
</tr>
<tr>
<td>Information Security Certificate</td>
<td>197</td>
</tr>
<tr>
<td>Instrumentation and Control Technologies</td>
<td>198</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>199</td>
</tr>
<tr>
<td>Marketing</td>
<td>201</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>201</td>
</tr>
<tr>
<td>Mechanical Technology: Architectural Design &amp; Drafting</td>
<td>204</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>204</td>
</tr>
<tr>
<td>Mechanical Technology: Mechanical Design &amp; Drafting</td>
<td>207</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>207</td>
</tr>
<tr>
<td>Natural Resources Conservation</td>
<td>210</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>210</td>
</tr>
<tr>
<td>Natural Resource Conservation:</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>213</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>213</td>
</tr>
<tr>
<td>Nursing</td>
<td>216</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>220</td>
</tr>
<tr>
<td>Accelerated Option for LPNs</td>
<td>222</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>222</td>
</tr>
<tr>
<td>Ornamental Horticulture-</td>
<td></td>
</tr>
<tr>
<td>Landscape Development</td>
<td>224</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>225</td>
</tr>
<tr>
<td>Ornamental Horticulture Certificate</td>
<td>226</td>
</tr>
<tr>
<td>Outdoor Recreation Certificate</td>
<td>227</td>
</tr>
<tr>
<td>Taxidermy Certificate</td>
<td>227</td>
</tr>
<tr>
<td>Wildland Fire Suppression Certificate</td>
<td>228</td>
</tr>
<tr>
<td>Paralegal</td>
<td>229</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>230</td>
</tr>
<tr>
<td>Therapeutic Massage/Integrated Health Care</td>
<td>232</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>233</td>
</tr>
<tr>
<td>Tourism Management</td>
<td>235</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>235</td>
</tr>
<tr>
<td>Viticulture and Wine Technology</td>
<td>238</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>238</td>
</tr>
<tr>
<td>Associate in Science</td>
<td>112</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>116</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>117</td>
</tr>
<tr>
<td>Business Administration</td>
<td>119</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>119</td>
</tr>
<tr>
<td>Communications</td>
<td>122</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>122</td>
</tr>
<tr>
<td>Computer Science</td>
<td>125</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>125</td>
</tr>
<tr>
<td>Engineering Science</td>
<td>128</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>128</td>
</tr>
<tr>
<td>Specializations</td>
<td>130</td>
</tr>
<tr>
<td>Chemical, Ceramic and Environmental Engineering</td>
<td>130</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>130</td>
</tr>
<tr>
<td>Mechanical, Aerospace and Civil Engineering</td>
<td>130</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>131</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>132</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>134</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>135</td>
</tr>
<tr>
<td>Human Services</td>
<td>137</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>137</td>
</tr>
<tr>
<td>Information Systems</td>
<td>140</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>141</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>105</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>105</td>
</tr>
<tr>
<td>Music</td>
<td>143</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>143</td>
</tr>
<tr>
<td>Music Recording Technology</td>
<td>146</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>146</td>
</tr>
<tr>
<td>New Media</td>
<td>149</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>149</td>
</tr>
<tr>
<td>Physical Education Studies</td>
<td>152</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>152</td>
</tr>
<tr>
<td>Coaching Certification</td>
<td>154</td>
</tr>
<tr>
<td>Sports and Tourism Studies</td>
<td>155</td>
</tr>
<tr>
<td>Curriculum Requirements</td>
<td>156</td>
</tr>
<tr>
<td>Athletics</td>
<td>56</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
</tr>
<tr>
<td>Cost of</td>
<td>36</td>
</tr>
<tr>
<td>Religious Beliefs</td>
<td>43</td>
</tr>
<tr>
<td>Auditing Courses</td>
<td>32</td>
</tr>
<tr>
<td>Auxiliary Services</td>
<td>55,315</td>
</tr>
<tr>
<td>Basic Skills Assessment</td>
<td>14</td>
</tr>
<tr>
<td>Board of Directors, Finger Lakes Community College Foundation Inc.</td>
<td>316</td>
</tr>
<tr>
<td>Board of Supervisors</td>
<td>316</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>316</td>
</tr>
<tr>
<td>Book Store</td>
<td>55</td>
</tr>
<tr>
<td>Business Department</td>
<td>99</td>
</tr>
<tr>
<td>Campus Activities Board</td>
<td>54</td>
</tr>
<tr>
<td>Campus Centers</td>
<td>62</td>
</tr>
<tr>
<td>Campus Crime Reporting and Statistics</td>
<td>47</td>
</tr>
<tr>
<td>Career Services</td>
<td>50</td>
</tr>
<tr>
<td>Carl D. Perkins Title II Grant</td>
<td>18</td>
</tr>
<tr>
<td>Center for Advisement and Personal Development</td>
<td>49</td>
</tr>
<tr>
<td>Center for Teaching Excellence, (Gladys M. Snyder)</td>
<td>62</td>
</tr>
<tr>
<td>Certificate of Residence</td>
<td>31</td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
</tr>
<tr>
<td>Applied Computer Applications</td>
<td>197</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>173</td>
</tr>
<tr>
<td>Emergency Medical Technician—Paramedic</td>
<td>177</td>
</tr>
<tr>
<td>Information Security</td>
<td>197</td>
</tr>
<tr>
<td>Office Technology</td>
<td>167</td>
</tr>
<tr>
<td>Ornamental Horticulture</td>
<td>226</td>
</tr>
<tr>
<td>Outdoor Recreation</td>
<td>227</td>
</tr>
<tr>
<td>Taxidermy</td>
<td>227</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>111</td>
</tr>
<tr>
<td>Wildland Fire Suppression</td>
<td>228</td>
</tr>
<tr>
<td>Child Care Center</td>
<td>55</td>
</tr>
<tr>
<td>Children on Campus</td>
<td>46</td>
</tr>
<tr>
<td>Class Cancellations</td>
<td>47</td>
</tr>
<tr>
<td>Closings, College</td>
<td>47</td>
</tr>
<tr>
<td>Clubs and Activities</td>
<td>55</td>
</tr>
<tr>
<td>Code of Conduct</td>
<td>46</td>
</tr>
<tr>
<td>College Credit</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement, DANTES</td>
<td>20</td>
</tr>
<tr>
<td>Carl D. Perkins Title II Grant</td>
<td>18</td>
</tr>
<tr>
<td>College Level Examination Program</td>
<td>20</td>
</tr>
<tr>
<td>Contract Study</td>
<td>21</td>
</tr>
<tr>
<td>Departmental Challenge Exams</td>
<td>21</td>
</tr>
<tr>
<td>Equivalency Diploma (G.E.D.)</td>
<td>22</td>
</tr>
<tr>
<td>Excelsior College Examinations</td>
<td>20</td>
</tr>
<tr>
<td>Independent Study</td>
<td>21</td>
</tr>
<tr>
<td>College Foundation</td>
<td>37</td>
</tr>
<tr>
<td>Computer Resources (Labs &amp; Classrooms)</td>
<td>60</td>
</tr>
<tr>
<td>Computing Sciences Department</td>
<td>99</td>
</tr>
<tr>
<td>Concurrent Enrollment Program</td>
<td>17</td>
</tr>
<tr>
<td>Contract Study</td>
<td>21</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>240</td>
</tr>
<tr>
<td>Abbreviations &amp; Dual-Listed Courses</td>
<td>241</td>
</tr>
<tr>
<td>Accounting</td>
<td>242</td>
</tr>
<tr>
<td>Agronomy</td>
<td>242</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>242</td>
</tr>
<tr>
<td>Anthropology</td>
<td>243</td>
</tr>
<tr>
<td>Art</td>
<td>243</td>
</tr>
<tr>
<td>Biology</td>
<td>244</td>
</tr>
<tr>
<td>Business</td>
<td>247</td>
</tr>
<tr>
<td>Chemical Dependency Counseling</td>
<td>250</td>
</tr>
<tr>
<td>Chemistry</td>
<td>251</td>
</tr>
<tr>
<td>Cinema</td>
<td>251</td>
</tr>
<tr>
<td>Communications</td>
<td>252</td>
</tr>
<tr>
<td>Computing Sciences</td>
<td>252</td>
</tr>
<tr>
<td>Conservation</td>
<td>257</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>260</td>
</tr>
<tr>
<td>Digital Media</td>
<td>262</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>262</td>
</tr>
<tr>
<td>Economics</td>
<td>263</td>
</tr>
<tr>
<td>Education</td>
<td>263</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>263</td>
</tr>
<tr>
<td>English</td>
<td>265</td>
</tr>
<tr>
<td>Engineering Science</td>
<td>267</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>267</td>
</tr>
<tr>
<td>French</td>
<td>267</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>268</td>
</tr>
<tr>
<td>General Studies</td>
<td>268</td>
</tr>
<tr>
<td>Geographic Information Systems</td>
<td>270</td>
</tr>
<tr>
<td>History</td>
<td>270</td>
</tr>
<tr>
<td>Honors</td>
<td>270</td>
</tr>
<tr>
<td>Horticulture</td>
<td>271</td>
</tr>
<tr>
<td>Hotel &amp; Resort Management</td>
<td>272</td>
</tr>
<tr>
<td>Human Services</td>
<td>273</td>
</tr>
<tr>
<td>Humanities</td>
<td>273</td>
</tr>
<tr>
<td>Massage</td>
<td>273</td>
</tr>
<tr>
<td>Mathematics</td>
<td>274</td>
</tr>
<tr>
<td>Music</td>
<td>276</td>
</tr>
<tr>
<td>Nursing</td>
<td>277</td>
</tr>
<tr>
<td>Nutritional Sciences</td>
<td>279</td>
</tr>
<tr>
<td>Office Technologies</td>
<td>279</td>
</tr>
<tr>
<td>Paralegal</td>
<td>280</td>
</tr>
<tr>
<td>Philosophy</td>
<td>282</td>
</tr>
<tr>
<td>Physical Education</td>
<td>282</td>
</tr>
<tr>
<td>Physics</td>
<td>286</td>
</tr>
<tr>
<td>Political Science</td>
<td>286</td>
</tr>
<tr>
<td>Psychology</td>
<td>287</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>287</td>
</tr>
<tr>
<td>Science</td>
<td>288</td>
</tr>
<tr>
<td>Social Science</td>
<td>289</td>
</tr>
<tr>
<td>Sociology</td>
<td>290</td>
</tr>
<tr>
<td>Spanish</td>
<td>290</td>
</tr>
<tr>
<td>Taxidermy</td>
<td>291</td>
</tr>
<tr>
<td>Technology</td>
<td>291</td>
</tr>
<tr>
<td>Theatre</td>
<td>293</td>
</tr>
<tr>
<td>Viticulture</td>
<td>294</td>
</tr>
<tr>
<td>Wildland Fire Suppression</td>
<td>295</td>
</tr>
<tr>
<td>Course Drop/Withdrawal</td>
<td>27</td>
</tr>
<tr>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>Abbreviations</td>
<td>241</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Audit</td>
<td>32</td>
</tr>
<tr>
<td>Developmental Studies</td>
<td>60</td>
</tr>
<tr>
<td>Dual-Listing</td>
<td>241</td>
</tr>
<tr>
<td>Honors</td>
<td>102</td>
</tr>
<tr>
<td>Non-Credit</td>
<td>29</td>
</tr>
<tr>
<td>Credit by Exam</td>
<td>20</td>
</tr>
<tr>
<td>Crisis Response Team</td>
<td>51</td>
</tr>
<tr>
<td>Cross-Registration</td>
<td>31</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>43</td>
</tr>
<tr>
<td>Dean's List</td>
<td>73</td>
</tr>
<tr>
<td>Degree and Certificate Programs</td>
<td>7, 101</td>
</tr>
<tr>
<td>Degrees</td>
<td>90</td>
</tr>
<tr>
<td>Awarded</td>
<td>7, 98</td>
</tr>
<tr>
<td>General Requirements</td>
<td>91</td>
</tr>
<tr>
<td>Delinquent Accounts</td>
<td>27</td>
</tr>
<tr>
<td>Departmental Challenge Exams</td>
<td>21</td>
</tr>
<tr>
<td>Departments</td>
<td>99</td>
</tr>
<tr>
<td>Developmental Studies Department</td>
<td>60, 99</td>
</tr>
<tr>
<td>Disabilities, Learning</td>
<td>52</td>
</tr>
<tr>
<td>Disabilities, Physical</td>
<td>52</td>
</tr>
<tr>
<td>Disciplinary Dismissal</td>
<td>13</td>
</tr>
<tr>
<td>Drug-Free Campus/Workplace Policy</td>
<td>45</td>
</tr>
<tr>
<td>Dual-Listings</td>
<td>241</td>
</tr>
<tr>
<td>Early Admissions</td>
<td>16</td>
</tr>
<tr>
<td>Educational Opportunity Program</td>
<td>51</td>
</tr>
<tr>
<td>Educational Records (Family Educational Rights and Privacy Act)</td>
<td>45</td>
</tr>
<tr>
<td>Educational Technology Center</td>
<td>59</td>
</tr>
<tr>
<td>Emergency Medical Services</td>
<td>263</td>
</tr>
<tr>
<td>EMT-Paramedic Certificate</td>
<td>177</td>
</tr>
<tr>
<td>Emeriti, Faculty</td>
<td>300</td>
</tr>
<tr>
<td>Emeriti, Trustees</td>
<td>316</td>
</tr>
<tr>
<td>Environmental Conservation and Horticulture Department</td>
<td>99</td>
</tr>
<tr>
<td>Equal Opportunity/Affirmative Action</td>
<td>43</td>
</tr>
<tr>
<td>Equivalency Diploma (G.E.D.)</td>
<td>22</td>
</tr>
<tr>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>College Level (CLEP)</td>
<td>20</td>
</tr>
<tr>
<td>DANTES</td>
<td>20</td>
</tr>
<tr>
<td>Departmental Challenge Exams</td>
<td>21</td>
</tr>
<tr>
<td>Excelsior College Exams</td>
<td>20</td>
</tr>
<tr>
<td>Faculty</td>
<td>297</td>
</tr>
<tr>
<td>Family Educational Rights and Privacy Act (FERPA)</td>
<td>45</td>
</tr>
<tr>
<td>Fee Schedule</td>
<td>25</td>
</tr>
<tr>
<td>Felony Conviction</td>
<td>13</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>33</td>
</tr>
<tr>
<td>Award Payments</td>
<td>35</td>
</tr>
<tr>
<td>Cost of Attendance</td>
<td>36</td>
</tr>
<tr>
<td>Eligibility Requirements</td>
<td>35</td>
</tr>
<tr>
<td>How to Apply</td>
<td>34</td>
</tr>
<tr>
<td>Part-time Students</td>
<td>36</td>
</tr>
<tr>
<td>Scholarships, Grants</td>
<td>34</td>
</tr>
<tr>
<td>Veterans' Benefits</td>
<td>36</td>
</tr>
<tr>
<td>Work Study/Student Aid</td>
<td>35</td>
</tr>
<tr>
<td>Finger Lakes Community College Association, Inc.</td>
<td>55</td>
</tr>
<tr>
<td>Finger Lakes Community College Foundation, Inc.</td>
<td>37</td>
</tr>
<tr>
<td>Scholarship Program</td>
<td>38</td>
</tr>
<tr>
<td>Fresh Start Policy</td>
<td>78</td>
</tr>
<tr>
<td>Full-time Students</td>
<td>14</td>
</tr>
<tr>
<td>General Education Course Requirements for Transfer Programs</td>
<td>93</td>
</tr>
<tr>
<td>General Equivalency Diploma</td>
<td>22</td>
</tr>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>General Requirements for Degrees</td>
<td>91</td>
</tr>
<tr>
<td>Geneva Campus Center</td>
<td>62</td>
</tr>
<tr>
<td>Gladys M. Snyder Center for Teaching Excellence</td>
<td>62</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>73</td>
</tr>
<tr>
<td>Grading System</td>
<td>70</td>
</tr>
<tr>
<td>Graduate Statistics</td>
<td>7</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>79</td>
</tr>
<tr>
<td>Graduation with Honors</td>
<td>79</td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>34</td>
</tr>
<tr>
<td>Grievance Procedures</td>
<td>46</td>
</tr>
<tr>
<td>Hardship Deferrals</td>
<td>27</td>
</tr>
<tr>
<td>HEGIS Codes</td>
<td>98</td>
</tr>
<tr>
<td>High School Seniors (Early Admissions)</td>
<td>16</td>
</tr>
<tr>
<td>Full-time Study</td>
<td>17</td>
</tr>
<tr>
<td>Part-time Study</td>
<td>16</td>
</tr>
<tr>
<td>History of the College</td>
<td>3</td>
</tr>
<tr>
<td>Honor Societies</td>
<td>55</td>
</tr>
<tr>
<td>Honors Studies</td>
<td>102</td>
</tr>
<tr>
<td>Housing</td>
<td>57</td>
</tr>
<tr>
<td>Humanities Department</td>
<td>99</td>
</tr>
<tr>
<td>Immunization Requirements</td>
<td>10, 16</td>
</tr>
<tr>
<td>Independent Study</td>
<td>21</td>
</tr>
<tr>
<td>Institutional Support Services</td>
<td>58</td>
</tr>
<tr>
<td>Campus Centers</td>
<td>62</td>
</tr>
<tr>
<td>Charles J. Meder Library</td>
<td>59</td>
</tr>
<tr>
<td>Computer Resources</td>
<td>60</td>
</tr>
<tr>
<td>Developmental Studies Department</td>
<td>60</td>
</tr>
<tr>
<td>Educational Technology Center</td>
<td>59</td>
</tr>
<tr>
<td>Teaching Center (Gladys M. Snyder)</td>
<td>62</td>
</tr>
<tr>
<td>Write Place</td>
<td>60</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>56</td>
</tr>
<tr>
<td>Internships</td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>161</td>
</tr>
<tr>
<td>Business Administration</td>
<td>163</td>
</tr>
<tr>
<td>Joint Admission Agreements</td>
<td>81</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>52</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>5</td>
</tr>
<tr>
<td>Library</td>
<td>59</td>
</tr>
<tr>
<td>Loans, Repayment of</td>
<td>30</td>
</tr>
<tr>
<td>Math Department</td>
<td>30</td>
</tr>
<tr>
<td>Matriculation Dates</td>
<td>11</td>
</tr>
<tr>
<td>Department</td>
<td>308</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Meningitis Response Requirements</td>
<td>16</td>
</tr>
<tr>
<td>Middle States Association</td>
<td>inside front cover</td>
</tr>
<tr>
<td>Mission/Vision Statements</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>4</td>
</tr>
<tr>
<td>FLCC Association</td>
<td>55</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>49</td>
</tr>
<tr>
<td>Nursing Department</td>
<td>100</td>
</tr>
<tr>
<td>Off-Campus Centers</td>
<td>62</td>
</tr>
<tr>
<td>Overload Policy</td>
<td>32</td>
</tr>
<tr>
<td>Overview of the College</td>
<td>3</td>
</tr>
<tr>
<td>Paramedic, EMT Certificate</td>
<td>177</td>
</tr>
<tr>
<td>Parking and Traffic Regulations</td>
<td>47</td>
</tr>
<tr>
<td>Part-time Students</td>
<td></td>
</tr>
<tr>
<td>Admission Policy</td>
<td>10</td>
</tr>
<tr>
<td>Cost of Attendance</td>
<td>36</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>25</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>60</td>
</tr>
<tr>
<td>Personal Development</td>
<td>49</td>
</tr>
<tr>
<td>Phi Theta Kappa</td>
<td>55</td>
</tr>
<tr>
<td>Philosophies</td>
<td></td>
</tr>
<tr>
<td>Academic Standards</td>
<td>70</td>
</tr>
<tr>
<td>Institutional</td>
<td>5</td>
</tr>
<tr>
<td>Physical Disabilities</td>
<td>52</td>
</tr>
<tr>
<td>Physical Education and Integrated</td>
<td></td>
</tr>
<tr>
<td>Health Care Department</td>
<td>100</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>42</td>
</tr>
<tr>
<td>Pre-Admission Deposit</td>
<td>26</td>
</tr>
<tr>
<td>President's Cabinet</td>
<td>298</td>
</tr>
<tr>
<td>Probation</td>
<td>75</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>302</td>
</tr>
<tr>
<td>Proof of Immunity</td>
<td>16</td>
</tr>
<tr>
<td>Property Damage</td>
<td>30</td>
</tr>
<tr>
<td>Refund Policy</td>
<td>30</td>
</tr>
<tr>
<td>Reinstatement</td>
<td>76</td>
</tr>
<tr>
<td>Religious Beliefs</td>
<td>43</td>
</tr>
<tr>
<td>Repayment of Title IV Funds</td>
<td>30</td>
</tr>
<tr>
<td>Repeat Courses</td>
<td>73</td>
</tr>
<tr>
<td>Requirements for Admission</td>
<td>10</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>13</td>
</tr>
<tr>
<td>Respiratory Care Program</td>
<td>287</td>
</tr>
<tr>
<td>ROTC</td>
<td>19</td>
</tr>
<tr>
<td>Scholarships</td>
<td>34, 38</td>
</tr>
<tr>
<td>Science and Technology Department</td>
<td>100</td>
</tr>
<tr>
<td>Second Associate Degree Program</td>
<td>14</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>32</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>44</td>
</tr>
<tr>
<td>Smoking Policy</td>
<td>46</td>
</tr>
<tr>
<td>Social Science Department</td>
<td>100</td>
</tr>
<tr>
<td>Standards of Progress</td>
<td>74</td>
</tr>
<tr>
<td>State University of New York</td>
<td>323</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>323</td>
</tr>
<tr>
<td>Colleges of Technology</td>
<td>324</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>324</td>
</tr>
<tr>
<td>University Centers</td>
<td>323</td>
</tr>
<tr>
<td>University Colleges</td>
<td>323</td>
</tr>
<tr>
<td>Statements of General Policies and Procedures</td>
<td>42</td>
</tr>
<tr>
<td>and Procedures</td>
<td></td>
</tr>
<tr>
<td>Campus Crime Reporting</td>
<td>47</td>
</tr>
<tr>
<td>Children on Campus</td>
<td>46</td>
</tr>
<tr>
<td>Code of Conduct / Grievance Procedures</td>
<td>46</td>
</tr>
<tr>
<td>College Closings</td>
<td>47</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>43</td>
</tr>
<tr>
<td>Drug-Free Campus/Workplace</td>
<td>45</td>
</tr>
<tr>
<td>Educational Records</td>
<td>45</td>
</tr>
<tr>
<td>Equal Opportunity / Affirmative Action</td>
<td>43</td>
</tr>
<tr>
<td>Parking and Traffic</td>
<td>47</td>
</tr>
<tr>
<td>Religious Beliefs</td>
<td>43</td>
</tr>
<tr>
<td>Sexual Harassment Policy</td>
<td>44</td>
</tr>
<tr>
<td>Smoking Policy</td>
<td>46</td>
</tr>
<tr>
<td>Student Corporation</td>
<td>54</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>51</td>
</tr>
<tr>
<td>Student Housing</td>
<td>57</td>
</tr>
<tr>
<td>Student Life</td>
<td>53</td>
</tr>
<tr>
<td>Athletics</td>
<td>56</td>
</tr>
<tr>
<td>Auxiliary Services</td>
<td>56</td>
</tr>
<tr>
<td>Campus Activities Board</td>
<td>54</td>
</tr>
<tr>
<td>Campus Book Store</td>
<td>55</td>
</tr>
<tr>
<td>Child Care Center</td>
<td>55</td>
</tr>
<tr>
<td>Clubs and Activities</td>
<td>55</td>
</tr>
<tr>
<td>Dining Services</td>
<td>56</td>
</tr>
<tr>
<td>Student Corporation</td>
<td>54</td>
</tr>
<tr>
<td>Student Identification Card (Finger Lakes SUNY I.D. Card)</td>
<td>55</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>48</td>
</tr>
<tr>
<td>Advisement &amp; Skills Assessment</td>
<td>14, 49</td>
</tr>
<tr>
<td>Career Services</td>
<td>50</td>
</tr>
<tr>
<td>Center for Advisement and Personal Development</td>
<td>49</td>
</tr>
<tr>
<td>Crisis Response Team</td>
<td>51</td>
</tr>
<tr>
<td>Educational Opportunity Program</td>
<td>51</td>
</tr>
<tr>
<td>FLCC Association, Inc.</td>
<td>55</td>
</tr>
<tr>
<td>Personal Development</td>
<td>49</td>
</tr>
<tr>
<td>Special Needs (Physical &amp; Learning)</td>
<td>52</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>51</td>
</tr>
<tr>
<td>Transfer Services</td>
<td>50</td>
</tr>
<tr>
<td>Students Under the Age of 16</td>
<td>18</td>
</tr>
<tr>
<td>Student Wellness / Recreation</td>
<td>56</td>
</tr>
<tr>
<td>Support Staff</td>
<td>313</td>
</tr>
<tr>
<td>Teaching Center (Gladys M. Snyder)</td>
<td>62</td>
</tr>
<tr>
<td>Transcripts</td>
<td>31</td>
</tr>
<tr>
<td>Transfer Articulation Agreements</td>
<td>84</td>
</tr>
<tr>
<td>Transfer Services</td>
<td>50</td>
</tr>
<tr>
<td>Transfer Opportunities</td>
<td>107</td>
</tr>
<tr>
<td>Transfer Requirements</td>
<td></td>
</tr>
<tr>
<td>General Education Courses</td>
<td>93</td>
</tr>
<tr>
<td>SUNY Colleges/Universities</td>
<td>94</td>
</tr>
<tr>
<td>Non-SUNY Colleges/Universities</td>
<td>97</td>
</tr>
<tr>
<td>Transfer Students</td>
<td>(into FLCC) 13, 77</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Transfer Opportunities</td>
<td>107</td>
</tr>
<tr>
<td>Trustees, Board of</td>
<td>316</td>
</tr>
<tr>
<td>Trustees Emeriti</td>
<td>316</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>24</td>
</tr>
<tr>
<td>Certificate of Residence</td>
<td>31</td>
</tr>
<tr>
<td>Charges Policy</td>
<td>28</td>
</tr>
<tr>
<td>Course Audit</td>
<td>32</td>
</tr>
<tr>
<td>Course Drop/Withdrawal</td>
<td>27</td>
</tr>
<tr>
<td>Cross-Registration</td>
<td>31</td>
</tr>
<tr>
<td>Delinquent Accounts</td>
<td>27</td>
</tr>
<tr>
<td>Federal Financial Aid Award Program</td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>29</td>
</tr>
<tr>
<td>Fee Schedule</td>
<td>25</td>
</tr>
<tr>
<td>Full-time Students</td>
<td>25</td>
</tr>
<tr>
<td>Hardship Deferrals</td>
<td>27</td>
</tr>
<tr>
<td>Methods of Payment</td>
<td>26</td>
</tr>
<tr>
<td>Overload Policy</td>
<td>32</td>
</tr>
<tr>
<td>Part-time Students</td>
<td>25</td>
</tr>
<tr>
<td>Pre-Admission Deposit</td>
<td>26</td>
</tr>
<tr>
<td>Property Damage</td>
<td>30</td>
</tr>
<tr>
<td>Refund</td>
<td>28</td>
</tr>
<tr>
<td>Repayment of Title IV Funds</td>
<td>30</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>32</td>
</tr>
<tr>
<td>Title IV Funds</td>
<td>29</td>
</tr>
<tr>
<td>Transcripts</td>
<td>31</td>
</tr>
<tr>
<td>Tuition Refund</td>
<td>28</td>
</tr>
<tr>
<td>Tuition Schedule</td>
<td>29</td>
</tr>
<tr>
<td>Tutorial Instruction</td>
<td>22</td>
</tr>
<tr>
<td>Veterans’ Benefits</td>
<td>36</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts Dept.</td>
<td>100</td>
</tr>
<tr>
<td>Wayne County Campus Center</td>
<td>317</td>
</tr>
<tr>
<td>Work Study Aid</td>
<td>35</td>
</tr>
<tr>
<td>World Wide Web Site</td>
<td><a href="http://www.flcc.edu">www.flcc.edu</a></td>
</tr>
<tr>
<td>Write Place</td>
<td>60</td>
</tr>
<tr>
<td>Writing Intensive Courses</td>
<td>103</td>
</tr>
</tbody>
</table>