

**SUNY Clinton Community College**  
**2023-2024 Catalog**





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# General Information

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## Welcome to Clinton Community College

As a member unit of the State University of New York, Clinton Community College is a comprehensive community college, that plays a unique role in the local community and within the state by offering traditional and nontraditional students access to a variety of academic programs taught by a highly dedicated faculty.

Situated at Bluff Point, approximately 4 miles south of Plattsburgh, NY, Clinton features breathtaking views of Lake Champlain, New York's Adirondack Mountains and the Green Mountains of Vermont.

### Our Mission

The mission of Clinton Community College is to provide educational opportunities in an inclusive and safe environment that empower individuals to create their own paths to personal and professional growth.

### Our Vision

As a result of our efforts in Clinton County and the North Country, Clinton Community College helps students bridge academic, economic, technological, and cultural divides, participate in local and global communities, and enhance their lives in practical and visionary ways.

### Core Values: We Value ...

- Success and Quality
- Respect
- Access
- Region

# 2023-2024 Academic Calendar

Fall 2023 Semester	
Distance Learning Classes Open (DL/FL/HL)	Monday, August 21
Opening Day ( <i>Faculty and Staff</i> )	Friday, August 25
Semester Begins - 1 <sup>st</sup> 7-week session begins	Monday, August 28
Harvest Break – College Closed	Monday - October 9
College Open – No Classes	Tuesday, October 10
1 <sup>st</sup> 7-week session ends	Tuesday, October 17
2 <sup>nd</sup> 7-week session begins	Monday, October 23
Thanksgiving Break – no classes	Wednesday-Friday, November 22-24
<i>College Closed November 23 &amp; 24</i>	
Make-up Day	Saturday, December 8
Semester ends - 2 <sup>nd</sup> 7-week session ends	Friday, December 14

Spring 2024 Semester	
Martin Luther King Day – College Closed	Monday, January 15
Distance Learning Classes Open (DL/FL/HL)	Monday, January 22
Opening Day ( <i>Faculty and Staff</i> )	Friday, January 26
Semester Begins	Monday, January 29
1 <sup>st</sup> 7-week session begins	Monday, January 29
1 <sup>st</sup> 7-week session ends	Friday, March 15
Spring Break	Monday – Friday, March 18-22
2 <sup>nd</sup> 7-week session begins	Monday, April 1
Make-up Day	Saturday, May 11
Semester ends - 2 <sup>nd</sup> 7-week session ends	Friday, May 17
Graduation/Commencement Ceremony – 6:00 PM	Friday, May 17

Summer 2024 Sessions	
<b>Flash Schedule</b>	Tuesday, May 28 – Friday, June 7
<b>Session I</b>	Tuesday, May 28 - Tuesday, July 2
<i>Monday, May 27 - College Closed – Memorial Day</i>	
<b>Session II</b>	Monday, July 8 - Friday, August 9
<b>Session III</b>	Monday, May 27 - August 9

# Directory

Department	Phone Number
Information	(518) 562-4200
Toll Free	(800) 552-1160
Academic Advising and Student Support	(518) 562-4128
Academic Affairs	(518) 562-4110
Accommodative Services	(518) 562-4252
Administration & Finance	(518) 562-4130
Admissions	(518) 562-4170
Athletic Director	(518) 562-4234
Buildings/Grounds	(518) 562-4219
Bursar's Office	(518) 562-4135
Campus Security	(518) 593-0777
Career Services	(518) 562-4128
Center for Community & Workforce Development - Non-Credit Courses and Workforce Training	(518) 562-4139
College Advancement Program (CAP)	(518) 562-4391
College Nurse (Health Office)	(518) 562-4129
College Relations	(518) 562-4160
Financial Aid	(518) 562-4125
Health, Physical Education and Recreation Facility (Gym)	(518) 562-4234
Human Resources	(518) 562-4138
Institutional Advancement Office	(518) 562-4161
Library	(518) 562-4241
Life Experience Credit	(518) 562-4110
President's Office	(518) 562-4100
Purchasing Office	(518) 562-4157
Registrar's Office	(518) 562-4124
Student Affairs	(518) 562-4121
Tutoring Center	(518) 562-4272

Clinton Community College, a member of the State University of New York, in recognition of its educational mission, its social concern, its responsibility for the personal development of individuals, and its concern for the rights of the individual, does hereby express and establish this college policy of Affirmative Action/ Equal Opportunity. It is the policy of Clinton Community College to provide equal opportunity in education, employment, and participation in College activities without regard to race, color, creed, religion, sex, age, national origin, disability, political affiliation, sexual orientation, veteran or marital status, or other basis prohibited by law, except as such conditions may constitute bona fide occupations or assignment qualifications. The College's Affirmative Action Officer is the designated campus contact for matters related to Title IX of the 1972 Education Amendment, Affirmative Action, and Equal Opportunity. Inquiries should be directed to: Human Resources/Affirmative Action Officer, Room 224M, Clinton Community College, 136 Clinton Point Drive, Plattsburgh, NY 12901, (518) 562-4130, or New York Office for Civil Rights: US Department of Health and Human Services, Jacob Javits Federal Building, 26 Federal Plaza – Suite 3312, New York, NY 10278.

# Catalog Information

*This catalog provides general information and is a guide to the policies, course offerings, and degree requirements of Clinton Community College. It is not, however, to be considered a contract between the College and the students. All information provided by the College including (but not limited to) policies, offerings, times, instructors, tuition, and fees is subject to change without notice. Call (518) 562-4200 for more information. Visit [Clinton.edu](http://Clinton.edu) for the most up-to-date catalog.*

## Directions to Clinton Community College

**Clinton Community College** is just two miles south of the city of Plattsburgh in Northern New York. The Adirondack Mountains and the Olympic Village of Lake Placid are just 45 minutes to the west. The city of Montreal, Quebec, Canada's major cultural center is one hour to the north. A ten-minute ferry ride across Lake Champlain and a 30-minute drive south brings you to Burlington, VT.

### Directions to Clinton

From the EAST: The Lake Champlain Ferry Co. Operates ferry boats between Grand Isle, VT, and Cumberland Head, NY, year-round. Exiting the ferry dock at Cumberland Head, follow the Commodore Thomas Macdonough Highway, approximately four miles to the (second) traffic light at the intersection of Route 9. Follow signs to I-87 South. Follow directions "From the North."

Two additional ferries run between Burlington, VT and Port Kent, NY, and from Charlotte, VT and Essex, NY. For more information about ferry services on Lake Champlain visit [www.ferries.com](http://www.ferries.com).

From Interstate 89 in Vermont to the Rouses Point, NY bridge, take I-89 to Swanton. Turn left onto Route 78 and follow the signs to Alburg, VT. Turn right onto Route 2. Exiting the bridge, turn left onto Route 11 and follow signs to I-87

South. Follow directions "From the North."

From the NORTH: Traveling South on I-87 take Exit 36. Turn left onto Route 22, then left onto

South Junction Road to Route 9. Turn left onto Route 9. Clinton is approximately two miles on the right.

From the SOUTH & WEST: From Buffalo/Syracuse area, take I-90 East to Albany, then I-87 North to Exit 35. Turn right onto Bear Swamp Road (Route 442), follow to end, turn left onto Route 9. Clinton is approximately three miles on the right.

From New York City Metro Area, take I-87 North to Exit 35. Following signs, turn right onto Bear Swamp Road (Route 442), turn left onto Route 9, Clinton is approximately three miles on the right.

From the Canton/Potsdam Area, take Route 11 heading East, get on I-87 South, take Exit 36. Turn left onto Route 22, then left onto South Junction Road to Route 9. Turn left onto Route 9. Clinton is approximately two miles on the right.

Need additional help? Get driving directions from MapPoint or Map Quest. Clinton is located at 136 Clinton Point Drive, Plattsburgh, NY 12901.

### Traveling by Bus or Train:

Greyhound Bus Service or Amtrak Train Service

### Traveling by Air:

Plattsburgh International Airport, Plattsburgh, NY

[www.flyplattsburgh.com](http://www.flyplattsburgh.com) for more information.

Other airports near Plattsburgh:

Burlington International Airport (About 1 hour away)

Trudeau (Formerly Dorval) Airport – Montreal, Quebec, Canada (About 1.5 hours away)

Albany International Airport (About 3 hours away)

## About Clinton Community College

Clinton Community College is a co-educational, progressive community college with a stunning location on the shores of Lake Champlain, offering panoramic views of New York's Adirondack Mountains and Vermont's Green Mountains.

This location became the permanent home of the College in 1971, when the Clinton County Legislature, upon recommendation of its Finance

Committee and the College Board of Trustees, approved the purchase of the property of the former Hotel Champlain.

The spacious five-story George Moore Academic and Administrative Building has been transformed into a modern educational center. It houses the Coolidge Student Support Services Center, Student Lounge, Cougars Den cafeteria, Alumni Art Gallery, Learning Commons which encompasses the Tutoring Center, Douglas Library, and Accommodative Services offices and testing rooms, and faculty and Administrative Offices. Classroom facilities include "smart" classrooms, several open computer labs and computer classrooms, in addition to regular classrooms. The campus has high-speed internet access and classrooms are connected to a fast local network. Wi-Fi runs throughout the building.

The William H. Forrence Health, Physical Education and Recreation Center opened in November 1991. This 40,000-square-foot building houses a 1,000-seat gymnasium with elevated running track, racquetball courts, weight room, locker rooms, training room, classrooms, faculty offices, student lounge, and conference room. Outdoor areas include a tennis court, soccer field, and softball field.

The Ronald B. Stafford Center for Arts, Science and Technology opened in the Fall of 1998. The building has state-of-the-art science laboratories, a class-1000 clean room, computer-enhanced "smart" classrooms, fully equipped photography labs and art studios, a beautiful atrium, and 170-seat theatre.

In 2017, the College opened the Institute for Advanced Manufacturing (IAM), a 30,000 square foot state-of-the-art facility, designed and equipped to serve as a regional hub for manufacturing education. The building houses Clinton's technology programs, as well as flexible teaching/learning space and opportunities for manufacturers to advance their workforce. Construction of the IAM was made possible through a SUNY 2020 grant, awarded in 2014.

In early 2019, the Learning Commons, located in the George Moore Academic and Administrative Building, was completed offering state-of-the-art computer labs, a newly updated library along with tutoring and accommodative services. The

\$4.6 million renovation was funded by donations to the Clearly Clinton Campaign and the State of New York.

The Moore Academic and Administration Building underwent a major exterior renovation, which occurred over three phases, and was completed in the summer of 2023. Renovations included replacing approximately 460 windows, and 20+ exterior doors-making the college more energy efficient and updating the verandas.

## Accreditation

Clinton Community College (CCC) is accredited by the Middle States Commission on Higher Education (MSCHE). Clinton Community College's accreditation status is Non-Compliance Warning based on the Commission's action on June 23, 2022. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). The MSCHE, located at 3624 Market Street, Philadelphia, PA 19104, Telephone: (267) 284-5000, e-mail: [info@msche.org](mailto:info@msche.org), is the unit of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the region including Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and several international locations. The Commission is a voluntary, non-governmental, membership association that defines, maintains, and promotes educational excellence across institutions with diverse missions, student populations, and resources. It examines each institution as a whole, rather than specific programs within institutions.

The College's Nursing Program is registered by NYSED Commissioner of Education. The registration of a program means that it has met the Department's standards for accreditation as provided in the Rules of the Board of Regents and the Regulations of the Commissioner of Education.

New York State Education Department  
89 Washington Ave  
Albany, NY 12234



# Mission

## Mission

The mission of Clinton Community College is to provide educational opportunities in an inclusive and safe environment that empower individuals to create their own paths to personal and professional growth.

# Vision

## Vision

As a result of our efforts in Clinton County and the North Country, Clinton Community College helps students bridge academic, economic, technological, and cultural divides, participate in local and global communities, and enhance their lives in practical and visionary ways.

# Core Values

## We Value...

- Success and Quality
- Respect
- Access
- Region

## Institutional Priorities:

- Teaching, Learning, and Student Success
- New and Retained Student Enrollment
- Institutional Financial Sustainability
- Educational and Employment Pathways

# Admissions Requirements and Procedures

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## Guide for New Students

### Admissions Office

(518) 562-4170 or 1-800-552-1160

E-mail: [admissions@clinton.edu](mailto:admissions@clinton.edu)

Website: [www.clinton.edu/admissions](http://www.clinton.edu/admissions)

## Use the steps below to assist in the process of becoming a new student at Clinton Community College:

1. Complete Clinton application and submit to the Admissions Office.
2. Have applicant's High School forward their official transcript to the Clinton Admissions Office. If applicant earned a General Equivalency Diploma (GED/now TASC), forward a copy of their GED/TASC certificate and scores to the Admissions Office.
3. Request official transcripts from all previously attended colleges.
4. Apply for Financial Aid at [studentaid.gov](http://studentaid.gov).
5. Provide documentation of immunizations. Questions may be directed to the College Nurse at (518) 562-4129.
6. New, first-time full-time students may schedule an appointment to take a placement test and register with our Admissions Office. New, transfer or part-time students schedule an appointment to take a placement test and register with our Counseling & Advisement Office.
7. Obtain a Certificate of Residency within 60 days prior to the first day of the semester.
8. Attend Orientation.

## STEP 1:

### There are Two Ways to Apply For Admission:

1. Complete the free Clinton Community College Application. Obtain this application by calling the Clinton Admissions Office, or applicant's high school Guidance Office, or click on the "Apply Now" link on the Clinton homepage at [www.clinton.edu](http://www.clinton.edu). Once the application is completed, return it to Clinton's Admissions Office.  
OR
2. Complete the SUNY APC application. This application will cost students \$50.00 for each college to which the student applies. This application is available at the applicant's high school Guidance Office. If a SUNY application is completed, it will first be sent to Albany and the Clinton Admissions Office will be notified after it is received by the SUNY Application Processing Center in Albany.

For assistance, call the Clinton Admissions Office at (518) 562-4170 or 1-800-552-1160 or e-mail us [atadmissions@clinton.edu](mailto:atadmissions@clinton.edu).

## STEP 2:

### High School Transcripts or GED/TASC

An official copy of the applicant's high school transcript showing all coursework completed to date is required. A final transcript indicating high school graduation is required upon graduation from high school. Faxed transcripts are not considered official documents. A GED/TASC will be accepted in lieu of a high school transcript.

### Home-Schooled Applicants

Home-schooled students will be eligible for consideration as applicants for admission to matriculated status if they can provide either:

1. A letter from the superintendent of the school district in which the student resides, attesting to the student's completion of a program of home instruction that is the substantial equivalent to a four-year high school course of instruction and meets the requirements of Section 100.10 of the Regulation of the Commissioner of Education, *OR*
2. A passing score on the general comprehensive examination for the state high school equivalency diploma (GED/TASC). Proof of high school equivalency may not be a homemade transcript or letter from a parent. If the student's home-schooling experience was not monitored by a school district or accredited institution, he/she will be considered a student without a high school diploma or GED/TASC.

### Applicants Without a High School Diploma

In order to be admitted to a degree program one must have a high school or general equivalency (GED/TASC) diploma. Applicants are advised to complete a GED course prior to reapplying to Clinton. Applicants without a high school or general equivalency diploma may attend Clinton in non-matriculated status, limiting their access to financial aid.

### Applicants With an IEP Diploma

The New York State Education Department has ruled that an IEP diploma is different from a high school diploma in that it is not an indication of successful completion of high school study. Therefore, community colleges, including Clinton, are under no legal obligation to accept students under the terms of the New York State

Full Opportunity Policy. Students who hold an IEP diploma will be referred to a GED/TASC program.

### Admissions Review Committee

The Admissions Review Committee discusses applicants who have disciplinary dismissals from a prior college. These applicants must complete the Application for Disciplinary Dismissals. No Admissions application will be processed until this supplemental application is completed and returned.

## STEP 3:

### Previous College Transcripts

If applicant previously attended other colleges, the official academic transcripts must be sent from those institutions. Often these requests must be in writing to the previous college's Registrar, and there may be a charge for the service. Failure to provide these transcripts could mean a delay in finalizing admission to Clinton and/or a delay in the release of financial aid.

### ACT or SAT Test Scores

Clinton does not require these test scores. However, they are recommended for some degree programs as a guide for placement. Also, placement tests may be waived based on SAT and ACT scores (see information regarding College Placement Testing).

## STEP 4:

### Acceptance to the College

Once an application is completed and all necessary documents have been received by the College, applicants are notified of their acceptance. Later, the Admissions Office will send placement testing and registration information.

## STEP 5:

### Financial Aid

The Financial Aid Office at Clinton Community College assists students in applying for Federal, State and Clinton Foundation scholarship money in order to help them meet their education costs. However, the first responsibility for financing a student's education rests with the student.

The cost of attending college begins with tuition, fees, books and supplies. Depending upon individual circumstances and place of residence, additional costs such as living accommodations, board, transportation and a variety of personal expenses may have to be considered. Total costs at Clinton Community College may range from \$7,856 (includes tuition, fees and books) per year to more than \$23,858 (including tuition, fees, books, room, board etc.)

### In general, to be eligible for Financial Aid Programs a student must:

- Have a high school diploma, or a General Equivalency Diploma.
- Be a U.S. citizen or an eligible non-citizen.
- Be matriculated and enrolled in an approved program.
- Be making satisfactory academic progress.
- Not have a federal student loan in default status.
- Be registered for the Selective Service (if male and over the age of 18).

### How to Start the Financial Aid Process:

1. File the FAFSA form using one of the following methods:
  - a. File electronically at <https://studentaid.gov>.
  - b. If borrowing, accept the student loan offer through the student portal and complete entrance interviews and a promissory note. Instructions and forms are available at the Financial Aid Office or at [www.clinton.edu](http://www.clinton.edu).
2. Apply for NYS Aid (TAP, Excelsior). Go to [www.hesc.ny.gov](http://www.hesc.ny.gov).
3. Apply for scholarships through the CCC Foundation and other sources.

### Maintaining Your Financial Aid

Students must meet satisfactory academic progress in order to continue to receive financial aid. There are three components to satisfactory academic progress: qualitative, quantitative and maximum time frame

The qualitative component requires a student to achieve a certain grade point average based on the number of credit hours attempted.

The quantitative component requires that students earn a certain number of credits based on the number of hours attempted.

The following charts outline the requirements of federal and state financial aid recipients. Students must meet all components in order to continue to receive their financial aid.

### TAP 1:

#### New York State Academic Progress Requirements (GPA and coursework completion)

\*Must have 6 hours of completion before your second award.

BEFORE this Award	1	2	3	4	5	6
This many credits must be accrued.	0	6	15	27	39	51
This grade point average must be attained.	.00	1.30	1.50	1.80	2.00	2.00
Number of TAP points student currently has.	0	*6	12	18	24	30

### TAP 2:

#### 1st Award Prior to Fall 2010 or Remedial Students

\*Must have 6 hours of completion before your second award.

BEFORE this Award	1	2	3	4	5	6
This many credits must be accrued.	0	3	9	18	30	45
This grade point average must be attained.	.00	1.0	1.50	1.75	2.00	2.00
Number of TAP points student currently has.	0	*6	12	18	24	30

Students who fall below these minimums may apply for a waiver based on stringent, documented, extenuating circumstances beyond the student's control. Waivers are not automatically approved. All decisions of the Appeals Committee are final. If granted an appeal, students must maintain progress thereafter as outlined in this catalog.

Students are allowed only one (1) waiver during their academic career, regardless of where the student attends college unless the waiver is received for not maintaining a 2.0 cumulative GPA after four semesters of TAP.

### Federal Financial Aid Coursework Completion Requirements

\*Must have 6 hours of completion before your second award.

After this many hours attempted.	0	1-18	19-32	33-48	49-62	63-78	79-96
Percent of hours to complete successfully.	0	40%	50%	60%	70%	75%	80%

After this many hours attempted.	0	1-18	19-32	33-48	49-62	63-78	79-96
Accrued credits (for max. number of attempts).	0	*Min of 6	16	28	43	58	76

## STEP 6:

### Health Records

All students are required to complete immunization records upon admission. According to New York State Department of Health Law for post-secondary institutions, students born on or after January 1, 1957 must provide proof of immunity against measles, mumps and rubella.

### Proof of immunity consists of the following:

1. Measles– two doses of live measles vaccine given on or after first birthday, physician documented history of disease or serological evidence of immunity
2. Mumps– one dose of live mumps vaccine given on or after the first birthday, a physician documented history of disease, or serological evidence of immunity.
3. Rubella (German Measles) – one dose of live rubella vaccine given on or after the first birthday, or serological evidence of immunity.

All students are required to complete a Meningococcal Meningitis response form and provide a copy of their COVID-19 vaccination card or apply for an exemption through the Health Office. Students accepted for the Nursing Program must adhere to the standards of the program's affiliated agencies.

## STEP 7:

### English and Math Placement

All matriculated students must be placed into Math and English courses based on a placement test or evaluation before they will be allowed to register for classes. There will be no exceptions to this policy. The placement test results will be used to determine the level of English at which the students begin their course of study. Math placement will be determined based on multiple measures evaluation by the Learning Skills Coordinator. Placement process is used to determine the level of study a student should pursue during his/her first semester. Students

whose placement indicates that they need assistance in reading, writing, or mathematics will be placed in the appropriate basic skills courses. Students should contact the Admissions Office for information concerning placement tests/evaluations.

### English Placement

The English placement test is free of charge and offered online for the student's convenience. Students may be exempted from placement testing under the following conditions:

### Exempt from the English placement test:

- Successfully completed a college level writing course at another college with a grade of C or better.
- SAT exam: scored 560 and above on the Reading and Writing sections of the SAT
- ACT exam: scored 31 and above for the Reading section and 10 and above on the Writing section of the ACT exam.

### Math Placement

Students will be placed into math coursework based on the following:

- CAP and transfer math coursework
- AP math scores
- High school math course scores and GPA
- Math Regents exam scores
- SAT/ACT exam scores (math portion)
- TASC/HSE/GED exam scores (math portion)

## STEP 8:

### Registration

Students who have been accepted to the College must attend a new student registration session. Course selection and registration occur at this time. Call the Admissions Office at (518) 562-4170 to schedule an appointment to register. Transfer students and part time students should contact the Academic Advising and Student Support Office at (518) 562-4199 to schedule an appointment to register.

## STEP 9:

### Certificate of Residence

To qualify for the resident tuition rate, a student is required by law to present once each academic year, on or before registration, a Certificate of Residence indicating that he/she



has been a legal resident of the State of New York for one year and of the county in which he/she resides for six months. Exceptions: Active-Duty Military personnel, spouses and dependents stationed in New York are considered New York State residents for tuition purposes. The application must be completed, notarized, and presented to the County Treasurer of the county in which the student resides. The County Treasurer will then issue a Certificate of Residence to the student. This Certificate of Residence must be presented to the Bursar's Office at the time of payment.

## Step 10:

### **Orientation**

For more information see Student Services section.

## **Admission with Advanced Standing**

### **Transfer Credit**

Degree/certificate candidates at Clinton may receive credit for similar courses completed at other accredited colleges and universities. See Transfer Procedures/Credit Evaluation beginning on page 10 of this catalog.

### **The College Board Advanced Placement Exam (AP)**

The College recognizes credit for Advanced Placement Examinations of the College Entrance Examination Board for college level courses taken by students while still attending high school. Advanced placement scores of three and above will normally earn the student college credit for the corresponding courses required for a degree or certificate at Clinton Community College. Specific degree programs may require higher scores in order to receive credit.

### **DANTES**

Clinton recognizes Educational Testing Services (ETS) Defense Activity for Non-Traditional Education Support (DANTES) exams. Consult the Registrar's Office.

## **Armed Forces Credit**

Credit may be awarded for courses evaluated for credit by the American Council on Education (ACE).

## **College Level Examination Program (CLEP) Standardized Examinations**

A student may have acquired knowledge through prior learning experiences, which can be validated by passing a standardized test. College Level Examination Program Services, Defense Activity for Non-Traditional Education Support and Regents College Examinations are testing services which offer college proficiency exams in many academic subjects. CLEP/ DANTES/ Regents College Exams have testing centers throughout New York State including one at SUNY Plattsburgh in the Center for Adult Learning Services (518) 564-2050. Questions concerning Regents College Examinations can be directed to the central office: Regents College Examinations, Cultural Education Center, Albany, NY 12230 (518) 474-3703.

## **International Students**

Clinton welcomes students from countries other than the United States. Applicants who are not United States citizens, whether they are enrolled in school in the United States or another country, should request international student application forms from the Admissions Office ([www.clinton.edu/admissions](http://www.clinton.edu/admissions)). International applicants must meet the academic standards for admission, show proficiency in English, and certify that they will have the necessary amount of financial support needed for each year of study. Applicants who meet these three requirements are issued an I-20 form, Application for Student Visa. Clinton offers English as a Second Language courses at the intermediate and advanced levels; applicants should contact the Admissions Office for more information. Applicants should submit the Test of English as a Foreign Language (TOEFL) scores. Information about the TOEFL examination may be obtained at [www.toefl.org](http://www.toefl.org) or in writing: TOEFL, Educational Testing Service, Box 899, Princeton, New Jersey 08540 USA. Students may also take placement tests in Math and English rather than submit TOEFL scores.

# Competitive Degree Programs

If a student does not have the required coursework for immediate admission to a competitive degree program, they will be offered the opportunity to enroll in a general course of study to prepare for admission into the competitive degree. The Admissions Office handles acceptance into such programs separately.

Also, additional applications and paperwork may be required in order to determine admission. Call or write the Admissions Office at (518) 562-4170 or [admissions@clinton.edu](mailto:admissions@clinton.edu) for more information about these programs.

## Nursing Program

Admission to this program is selective. Clinton's Nursing program requires students to have previous coursework that makes this program selective in nature. If a student does not have the required coursework for immediate admission to Clinton's Nursing program, they will be offered the opportunity to enroll in the Health Studies Certificate program or in a general course of study to prepare for admission into the competitive degree. Decisions will be made by the Nursing Admissions Committee. In addition to the general college admission procedures, applicants must file a separate nursing application directly with the Admissions Office.

The process and guidelines followed include:

1. Completion of a college preparatory high school program which must include four (4) units of English, three (3) units of social science, two (2) units of mathematics and three (3) units of natural laboratory science (biology and chemistry required) OR satisfactory achievement in equivalent college level courses. An overall high school average of 80 or better is expected.
2. Completion of the college's placement test, unless the exemption criteria have been met.
3. Completion of the pre-admission test (Test of Essential Academic Skills: TEAS)
4. Submission of ACT or SAT results if available.
5. Submission of an official transcript of a prior post-secondary education.
6. A personal interview may be required.

7. Ability to meet New York State statutory regulations which mandate persons licensed to practice nursing must be emotionally and physically sound.
8. Students who have attended other nursing schools must arrange to have a letter sent from that school concerning the reasons for withdrawal.
9. Credit for prior science courses (Anatomy & Physiology and Microbiology) will be recognized if course(s) have been taken within five (5) years of admission to Nursing and a grade of "C" or better was earned. Anatomy and Physiology I & II are considered "one course" and must transfer in together before beginning NUR103 or be repeated at Clinton Community College.
10. Must be eligible for MAT 101/103 or higher. Candidates admitted to the Nursing Program must provide a satisfactory health report, using a form provided by the College. Students enrolled in Nursing are expected to abide by the rules and regulations listed in the Handbook for Students in the Department of Nursing, which is distributed to all new entering nursing students. All nursing students must attend Nursing Orientation and Registration sessions.

## Selective Admissions Programs

Clinton Community College offers three Individual Studies Programs (A.A., A.A.S., A.S.) offering students the opportunity to customize their degrees in pursuit of specific career or transfer objectives. Admission to Individual Studies is subject to committee approval to ensure that the student's educational objectives cannot already be met in a pre-existing program and that the curriculum is academically rigorous. To pursue this degree program, a student begins the process by completing a supplemental application form. In consultation with the coordinator, the student will draft a curriculum for their Individual Studies program and then submit the proposal for committee review. Students may enroll in Individual Studies after already enrolling or as a new student, though new students must receive committee approval prior to receiving acceptance from the Admissions Office. Most new students are designated as undeclared or liberal arts majors until the proposal is submitted and reviewed by the committee.

**NOTE:** Committee approval is not required for students who wish to enroll in established Individual Studies Degree programs; Hotel, Restaurant Management & Tourism, Plattsburgh Aeronautical Institute (PAI), Social Work or Sports Management.

## Transfer Procedures

### Credit Evaluation

The amount of transfer credit accepted varies according to the curriculum requirements of the program being pursued; however, in every case a minimum of fifteen (15) credit hours must be completed at Clinton Community College to qualify for a degree or certificate. Transfer credits may be awarded, at the discretion of the Registrar, for the following reasons:

1. Academic credit earned at a post-secondary institution which is authorized by a state Department of Education to grant an Academic Degree. Grades of "C-" or better will be transferred in to Clinton. For grades less than "C-", see policy on transfer of "D" grades below. "Pass" grades will be transferred in to Clinton for credit, providing that the course and higher education institution in question meet transfer criteria. "Satisfactory" grades, student-elected or college designated, will be transferred for credit, if the awarded credit for an "S" reflects a final grade at the value of 1.7 or higher. If the awarded grade is 1.69 the student can petition to have the credit transferred by initiating the "Transfer of 'D'" Grade form.
2. Based on the recommendation of the American Council on Education (ACE), professional experience will be converted to a collegiate credit to evaluate to award eligible credit. Students may earn credit from any approved organization on file with ACE including, professional service through military service schools, United States American Forces Institute (USAFI) courses, College Level Examination Program (CLEP) and International Brotherhood of Electrical Workers (IBEW).
3. Credit by examination through the College Proficiency Examination Program with a minimum grade of "C-".
4. Credits earned through Champlain Valley Technical Center (CVTEC) articulation agreements will be awarded upon receipt of a CVTEC transcript and once the terms of the individual articulation agreement have been met.
5. The Science Department at Clinton Community College will make available a list of science proficiency exams that students may successfully complete to earn science credit at Clinton. Included in this list will be the proficiency exam title, the minimum passing score a student must earn to receive Clinton science credit, the number of credits a student will be awarded and the course number and title that will appear on the Clinton transcript. Only methods of evaluation on the list of approved proficiency exams will be honored by the Clinton Science Department due to their known reliability/validity and increased transferability. This policy encompasses all Clinton science courses listed. This information is available from the registrar, VPAA and/or department chairs.
6. The Science Department at Clinton Community College will accept transfer of a science course from another institution only if the said class includes a laboratory component. This class will be transferred as equivalent to the appropriate science class at Clinton. If the transferred class incorporates a laboratory class, with no equivalent class offered at Clinton, this class will transfer as a science elective credits. In the case where the transferred class does not incorporate a laboratory component the class will transfer as "free elective" credits.
7. Consistent with SUNY policy, each incoming transfer student to Clinton Community College shall have satisfied a SUNY General Education Requirement (SUNY-GER) category as deemed fulfilled by the sending SUNY institution or if deemed equivalent, based on Clinton's course evaluation, when sent from non-SUNY colleges.

Transfer credits do not affect the quality point average earned at Clinton Community College. Only credit hours are transferred, not grades or quality points.

### Exception to transfer procedures:

The Nursing program requires a "C" or higher in all courses included in the curriculum. The following Nursing courses will only be accepted as transfer credit if the course was taken within the past five years: BIO 228 Anatomy and Physiology I, BIO 229 Anatomy and Physiology II,

and BIO 204 Microbiology. Additionally, to be eligible for transfer credit, Anatomy and Physiology I & II must be completed at the same College or University. The Human Services program requires a "C" or higher in all 200 level Human Services courses.

## Policy on Transfer of "D" Grades

Clinton Community College may accept for transfer credit, a maximum of three (3) courses (not more than twelve credit hours) for which a student has earned a grade of "D".

The request for "D" grade transfer must be approved by the student's advisor and the student must meet either condition A or B below:

- A. The student has completed a minimum of twenty-four (24) credit hours of study elsewhere with a grade of "C" or better for at least twelve (12) of the twenty-four (24) hours; *OR*
- B. The student has satisfactorily completed one full semester at Clinton Community College with the grade of "C" or better for at least twelve (12) credit hours of study.

*NOTE:* This policy does not override any curriculum-specific policies

## Undeclared Student Status

Students may choose to remain in the "undeclared major status" for a period of time upon entry to the College in order to allow them time to decide on a career path and major field of study. All students must declare a curriculum or major at Clinton Community College by the time they have completed 24 credits of study. The 24 credits of study include earned transfer credit and credit earned while the student was dually enrolled through college in the high school programs. The major may be either one of the formal curricula listed in this catalog or an approved individualized studies degree program.

## Non-Matriculated (Non-Degree Seeking) Status

This status is reserved for students who are not seeking a degree or certificate and are not interested in receiving financial aid, and who wish to waive placement testing and academic advisement which would normally determine the suitability of their courses for degree fulfillment or transfer credit. Because of these

conditions, enrolling for classes under this status is streamlined. The Non-Matriculated Student Status is designed to allow any interested individual to attend college credit courses without declaring a major or seeking a degree. Students who register under this status for a given semester may not matriculate until the following semester. This status is most suited to students who wish to enroll in courses for the following reasons: personal enrichment, learning/upgrading job skills, fulfilling degree requirements for another institution.

## Direct Conversion Guidebooks

Nationally recognized guidebooks (American Council on Education or Program on Non-Collegiate Sponsored Instruction) have established recommended credit conversion for civilian or military jobs. To have potential credits actually evaluated (converted by guidebook and placed on college transcript), the student must make an appointment with the Registrar and provide documentation.

## College Proficiency Test

Faculty/department prepared proficiency examinations may be available for selected courses offered at Clinton Community College. A student can challenge any specific course if a faculty member makes an exam available. After paying the required examination per credit hour fee and passing the examination a student will earn credit for the course. The student should contact the Academic Affairs Office at (518) 562-4110.

## Senior Citizen Auditing

Persons who have reached the age of sixty may register free as auditors in credit or non-credit courses. Registrations for credit-bearing courses will be accepted on a space available basis. No credit will be granted to auditors, no examinations will be required, and no outside work will be assigned to them. Non-credit courses and workshops must have the required minimum of paying students, and senior citizen auditors cannot be counted when determining whether or not a course has the minimum enrollment. Lab fees or other fees may be charged.

## Special Notice for Veterans

Veterans with more than one year of active duty in the armed service may petition for two credit



hours of Health/Physical Education (HPE) credit. This credit may be awarded on the basis of verified participation in a concentrated period of physical education activities (basic training) while on active duty in the U.S. Armed Forces. The Registrar's Office will need a copy of the Veteran's DD 214 form or Joint Services Transcript (JST) in order to award transfer credit for military experience.

## Transcript Policy & Procedure

### Policy on Academic Documents from Other Institutions

Academic documents from other educational institutions provided to the Admissions Office for consideration become the property of Clinton Community College. Academic documents such as high-school transcripts, college transcripts, GED certificates, TASC reports, are considered official only at the time of receipt. In order to obtain accurate up-to-date information and assure that no protocol of the issuing institution is circumvented, a student must contact the originating school for a copy of that academic document. Students with extenuating circumstances may submit a written appeal, describing the nature of the need and supply any relevant supporting documentation to the College Registrar.

### Procedure for Release of Academic Documents

Upon receipt of the appeal and supplemental documentation, the College Registrar will review and may approve release of copies of academic documents to the student.

## Notice for Students with Past Felony Convictions

### Policy on Students with Past Felony Convictions

Any admitted student who matriculates into a program that requires internships, clinical studies, or study abroad will be required to report any felony conviction(s) and provide a copy of their Criminal Record and Supplemental Form F

to the CCC Review Committee (Dean of Enrollment Management Office) who will confer with the Human Services program faculty for students selecting this program, prior to registration to decide whether the student is eligible to participate in those activities/classes.

## Online Learning

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The College offers credit courses and academic programs via the Internet in three different formats. Asynchronous courses are taught entirely on the web, and students can take the course without coming to campus. A hybrid course is taught partly online but will require some on-campus meetings per semester. The number of on-campus meetings varies according to the need of the class. Flex Classes have all class sessions on campus but are also available online, giving the student a choice of attending the class sessions on campus, doing them online without any specified class periods, or a combination of the two throughout the semester.

An online course has the same content and standards as the on-campus sections of the same course. The quality of teaching and learning in online courses is as high as on-campus courses. Students write papers, complete homework assignments, take tests, ask and answer questions, and participate in discussions via the web. Students can complete course work any time of day or night that is convenient for them.

Student services available to on-campus students are also available to online students. Books and other class materials can be ordered via the bookstore website. Academic advising is offered by phone or email. Library services and live-chat library assistance are available. Tutoring for all kinds of academic writing and math is available online 24/7.

### Technology Requirements

To take an online course at Clinton, you must have easy and consistent access to a computer where you live and a reliable Internet connection. You also need to work with a compatible web browser to have full functionality within your online course. Some instructors require students to use special software necessary for their course. This information can be found at [www.clinton.edu](http://www.clinton.edu).

## College Policies

All college policies apply to online courses. Two additional policies apply:

1. The last day to register for an online class is the day before the regular semester begins. Once the semester begins, students cannot add an online course.
2. Online courses are open and available to students one week before the regular semester begins. Students are encouraged to log on to their online courses during this orientation week, so they can participate in online activities to determine if the course is appropriate for them. Students can withdraw without penalty during orientation week.

## Online Degrees

All courses for the following degrees can be taken online at Clinton:

- **Business Administration A.S. (Transfer)**  
This associate in science degree is intended for students who wish to transfer to a bachelor degree program in Business Administration.
- **Business Administration A.A.S. (Career)**  
The Business Administration Career program is for students contemplating careers in the expanding field of marketing, sales, retailing, advertising, personnel, office management and other related fields.
- **Computer Information Systems A.A.S. (Career)**  
The Computer Information Systems degree is for students interested in a career in computer programming, computer networking, and other related fields.
- **Health Services Management A.A.S. (Career)**  
The Health Services Management degree prepares students for positions such as service coordinators, personnel assistants, office managers, field staff supervisors, administrative assistants and other business office personnel in the medical field.
- **Liberal Arts: Humanities/Social Science A.A.**  
This associate in arts degree prepares students for transfer to four-year programs in many professional fields, including history, art, psychology, sociology, communications, English, foreign languages and many others.

## Degrees and Certificates More Than 50% Online

The following degrees or certificates are offered with 50% or more of the courses available online:

- Business Accounting A.A.S.
- Criminal Justice A.A.
- Criminal Justice A.A.S.
- English A.A.
- Liberal Arts: Math / Science A.S.
- Business Management Certificate (100%)
- Computer Support Certificate (100%)
- Health Studies Certificate
- Payroll Certificate

## Other Online Opportunities

You can complete general education requirements and free electives for other Clinton degree programs online. You can complete the first two semesters of many Clinton degree programs online.

Current online course offerings are listed on Clinton's website: [www.clinton.edu](http://www.clinton.edu).

Contact the Online Educational Services Coordinator:

Karen Case  
(518) 562-4366  
[Karen.Case@clinton.edu](mailto:Karen.Case@clinton.edu)

## Alternative Educational Options

### College Advancement Program (CAP)

The College Advancement Program exists to better serve the needs of the local high school student population. CAP enables high school students to simultaneously receive both high school and college-level course credit. The objective of this program is to provide high-performing high school students an affordable opportunity to experience college-level courses and as a result, improve their chances of being successful in their transition from secondary to

post secondary education. Students participating in CAP are non-matriculated (not seeking a degree or financial aid) students of Clinton. However, students enrolled in CAP must meet the same placement requirements as matriculated students.

CAP courses are taught at the high school by approved high school instructors and have the same academic rigor as our on-campus courses.

Admission to CAP is designed to ensure student success. Students who wish to enroll in CAP courses through their high school must:

- Have completed their sophomore year of high school\*
- Have a minimum of a “B” average in their high school coursework (defined as a minimum of 80% GPA)
- Meet the same placement and prerequisite course requirements as on-campus students

\*Sophomores who are in advanced courses may be permitted to take CAP courses with the approval of the EarlyCollege Pathways Coordinator.

As a result of participating in CAP, students will:

- Get a head start on their college education.
- Gain self-confidence in their ability to do college-level work.
- Enrich high school curriculum.
- Receive an official College Transcript verifying completion of college-level work.

CAP credits will transfer to most other colleges and universities; however, each institution has its own policies and regulations concerning the transfer of credits. Students are advised to check with the college(s) they are considering regarding transferability.

## Life Experience Credit Program

Clinton Community College recognizes that college-level learning may be acquired outside the traditional class room setting. Students may be awarded college credit for prior work experiences in which college-level learning occurred. The most important point is that Life Experience Credit is awarded for learning, not for experience. Many students have prior learning

experiences that are extremely valuable and worthwhile; however, these experiences may not convert into college credit. In order to be awarded Life Experience Credit, the learning outcomes must be shown to be equal to a similar college classroom experience. Awarding college credit for experience requires identifying and documenting the college learning gained outside the classroom.

## Independent Study

Independent Study is a vehicle for serving the special needs of the student body, complementing the regular programs of study with added educational and cultural experiences. Qualified students with particular interests may pursue them in greater depth than present courses provide or, in appropriate cases, may pursue honors level studies.

### Procedures

1. Independent study applications will be completed by the student in consultation with the appropriate faculty member. The student's signature will indicate that he or she fully understands the description of the material to be studied, the evaluation procedures to be used, the work to be produced, the timeframe allowance, and the credits to be granted. The sponsoring faculty member(s) will sign and date the form and forward it to the appropriate Department representative.
2. The Department will review the proposed contract to assure that the study is appropriate to this College, and that the credits to be granted are commensurate with the study involved. The Department will forward the form to the student's advisor.
3. The student's advisor will review the proposed contract for the purpose of incorporating its content into the student's program. If the independent study contract is a substitution for a required course, the appropriate substitution form will be completed by the advisor and attached to the proposed contract for action by the Vice President for Academic Affairs. The fact that it is a substitution will be entered on the application by the advisor.
4. The Vice President for Academic Affairs will review the application and provide final administrative action on the contract. A lab fee may be charged as deemed necessary

by the Vice President for Academic Affairs. If, subsequent to approval, a change in any items on the contract proposal is required, such change will require approval in the same manner as the original contract application. To effect a change, a new application will be processed with the change noted and the reason for the change specifically noted on the application. No change is in effect until final review and approval by the Vice President for Academic Affairs.

5. The application becomes a formal contract only when all qualifications are met. Those qualifications are student load, payment of fees and tuition, and registration of the contract by the Registrar. Registration must be complete by the end of add/drop period.

## Directed Course Study

Directed study in a catalog course may be available to part or full-time Clinton students enrolled in a degree program when a scheduling conflict exists involving required courses or when a student is within fifteen (15) credit hours of graduation. There must be an exceptional reason for a student to take a regular catalog course as a directed study rather than in a scheduled class.

When a student feels that it will be necessary to take a course by directed study, the student should contact his/her advisor to see if an alternative course of study could be found. If a directed study seems to be necessary, then the student should:

1. Find an appropriate instructor at the College willing to conduct the course as a directed study.
2. Obtain the required form from the Registrar's Office. The student should complete the part on the form that asks for the reason why the course is being taken as directed study. The instructor administering the directed study will complete the part asking for how the directed study will be given and how the student will meet the course requirements.
3. When the form has been completed, the student will bring it to the appropriate Department Chairperson or administrative head. The Department will review the proposed course of study to determine if it would meet the requirements of the course when taken in a regularly scheduled class.

4. If the proposal is approved by the Department, it will be forwarded to the student's advisor. If approved, the advisor will forward the proposal to the Vice President for Academic Affairs.
5. The Vice President for Academic Affairs will review the application and provide final administrative action on the proposal. If, subsequent to approval, a change in any items on the contract proposal is required, such changes will require approval in the same manner as the original application. To effect a change, a new application will be processed with the change noted and the reason for the change specifically noted on the application. No change is in effect until final review and approval by the Vice President for Academic Affairs.
6. The application becomes a formal contract only when all qualifications are met. Those qualifications are student load, payment of fees and tuition, and registration of the contract by the Registrar. Registration must be completed by the end of add/drop period.

## Basic Skills Program

Students who succeed in college have strong reading, oral and written communication, mathematical, and reasoning skills. To provide the assistance that many new college students need to improve their skills in these areas, Clinton Community College offers the following Basic Skills courses:

- ENG 101S (ENG 099) Composition Foundations
- RDG 095 Reading Foundations
- MAT 098 Pre algebra
- MAT 098S (MAT 090/MAT098) Pre algebra Supplemental Instruction
- MAT 100 Introductory Algebra
- MAT 100Q Quantitative Literacy

Previous eligible basic skills courses include COM100, ENG093, ENG094, ENG100 and MAT096. Previous eligible basic skills program topics courses include ENG081, RDG080, MAT080. Students are placed in Basic Skills courses on the basis of placement test scores and previous educational experience. A student who earns a placement test score among the courses in the Basic Skills Program is required to complete one or more courses as prerequisites prior to completing higher college-level credit-bearing course work. Some students are advised to take



all of the Basic Skills Program courses, while other students may need one or two of the courses. Descriptions of the Basic Skills courses are included in the course description section of this catalog. Academic-support services, such as the following, are available to students in Basic Skills Program courses:

1. Tutoring in writing, reading and mathematics.
2. Tutoring in most subjects taught at Clinton Community College.
3. Personal, academic and vocational counseling and advising.

Although some Basic Skills Program courses do not count toward students' degree requirements, these courses provide the opportunity for personal and academic development that many students need in order to reach their educational goals

## The Honors Program at Clinton Community College

The Honors Program supports a community where bright, intellectually curious, and creative learners can thrive and develop their talents. The program challenges and motivates students through unique educational opportunities and enrichment experiences.

Honors scholars will be asked to take intellectual risks through stimulating coursework and personal growth opportunities. They will work collaboratively with each other and with faculty and will leave the program with an enriched collegiate experience. It is our hope that Honors scholars will become lifelong learners and active citizens who inspire others and, in doing so, strengthen the community.

The Honors Program has two levels of accomplishment that students can select from, choosing the most appropriate for their course of study and level of involvement in the program. Participants can satisfy program requirements through coursework that elevates student engagement and expands their academic and personal experiences. Students are also

encouraged to complete individual learning contracts in partnership with a faculty member of their choice.

The program welcomes applications from incoming freshmen, transfer students, and current or returning students. Select, high achieving students will be extended an invitation to apply. For more information about the Honors Program, visit our website at <https://www.clinton.edu/honors>.

## How to Register for Classes

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### How to Register for Classes

Course registration is coordinated by the Registrar's Office, located in the Moore Academic and Administrative Building, Room 132. Registration dates are posted on the Clinton Community College website and the Registrar's homepage (student portal).

Certain procedures are necessary in order to register for courses. Students wishing to enroll should follow the process given according to their enrollment status.

Any admitted student who matriculates into a program that requires internships, clinical studies, or study abroad will be required to report any felony conviction(s) and provide a copy of their Criminal Record and Supplemental Form F to the CCC Review Committee (Dean of Enrollment Management Office) prior to registration to decide whether the student is eligible to participate in those activities/classes.

### New First-Time and Transfer Students

Please refer to pages 7-11 for information.

### Continuing Students

Full-time or part-time students who plan to return to Clinton the next semester (no break in attendance) and are working towards a degree or certificate need to:

1. See their assigned advisor prior to the beginning of the registration period to complete a registration card.
2. Register for classes online through the student portal.
3. Pay for classes by due date specified on bill.

## Returning Students

Full-time or part-time students who have had a break in their attendance at Clinton (excluding summer/winter sessions) and are working towards a degree or certificate need to:

1. Submit official college transcripts to the Admissions Office if another college(s) was attended since last attending Clinton Community College.
2. Complete the Re-Entry Form (available online at [www.clinton.edu/admissions](http://www.clinton.edu/admissions)).
3. Contact an advisor in the Academic Advising and Student Support Office for course advisement.
4. Register for classes online through the student portal.
5. Pay for classes by due date specified on bill.

## Non-Matriculated Students

Students who are not seeking a degree or certificate and are not interested in receiving financial aid (student loans included) need to:

1. Complete a non-matriculated registration card (available in the Registrar's Office or on the Registrar's Office website).
2. Register for classes at the Registrar's Office. Students who are only taking online courses may fax registration cards to the Registrar's Office at (518) 562-4118.
3. Submit immunization records to the College Nurse, if applicable. The nurse can be reached by calling (518) 562-4129.
4. Pay for classes by due date specified on bill.

**NOTE:** Non-matriculated students who are active duty in the military, veterans, veteran spouses, or veteran dependents are strongly encouraged to contact the Veteran's Certifying Official located in the Financial Aid Office prior to registration.

## Questions?

Questions about the registration process should be directed to the Registrar's Office at (518) 562-4124. Additional information about registration can also be found on the registrar web page at [www.clinton.edu/registrar](http://www.clinton.edu/registrar).

## Tuition and Fees

Tuition and Fees are subject to change, without notice, at the discretion of the College (call 518-562-4135 for more information). Tuition and fees are set each year by the Board of Trustees and published in a separate document. Tuition and fee schedules are available at the Bursar's Office or the College website at [www.clinton.edu/bursar](http://www.clinton.edu/bursar).

## 2023-2024 Rates

Please check [www.clinton.edu/bursar](http://www.clinton.edu/bursar) for current rates.

### Full-Time Students (per semester)

Students earning 12 or more credit hours are considered full-time.

(One-time fee; charged the first term of matriculation for degree seeking students.)

Fees	Amount
**Tuition, New York Residents	\$2,759.00
Tuition, Non-Residents	\$2,759.00
Tuition, Residents who fail to provide Cert. of Res.	\$5,232.00
Athletic Fee — \$8 per credit hr./max. of 13 cr.	\$104.00
Distance Learning Fee	\$20.00 per hr.
Student Activity Fee — \$10 per hr./max. of 13 cr.	\$130.00
Alumni Fee (per semester)	\$10.00
Technology/Portal Fee — \$25 per hr./max. of 15 cr.	\$375.00
Matriculation Fee	\$35.00

\*Full-time, first-time students admitted to selective admissions programs (e.g. Nursing)

### Part-Time Students (per credit hour)

Fewer than 12 credits per semester.

(One-time fee; charged the first term of matriculation for degree seeking students.)

\*\*In order to qualify for New York State resident tuition rates, students must submit a valid Certificate of Residents along with their payment.

Fees	Amount
**Tuition, New York State Residents	\$230.00
Tuition, Non-Residents	\$230.00
Tuition, Residents who fail to provide Cert. of Res.	\$400.00
Athletic Fee — \$8 per hr./max. of 15 cr.	\$104.00
Distance Learning Fee	\$20.00
Student Activity Fee — \$10 per hr./max of 15 cr.	\$10.00
Alumni Fee (per semester)	\$10.00
Technology/Portal Fee \$25 per hr./max of 15 cr.	\$25.00
**Matriculation Fee	\$35.00

## College Advancement Program (CAP)

Off-site CAP students are excluded from all lab fees, alumni dues, student activity and technology/portal fees.

Fees	Amount
Tuition, New York State Residents	\$70.00 / credit hour
EMT/AEMT	\$125 / credit hour

## Course Cancellation Policy

The College reserves the right to cancel a scheduled course. When this occurs, every effort is made to inform students in a timely manner. In the case of a canceled course, all tuition and fees related to the course will be refunded in full.

## Certificate of Residence

To qualify for the resident tuition rate, a student is required by law to present once each academic year, on or before registration, a Certificate of Residence indicating that he/she has been a legal resident of the State of New York for one year and of the county in which he/she resides for six months.

Residents of Clinton County must complete the Residency application, have it notarized, and submit it with tuition payment to the Bursar's office by the due date specified on the Billing Statement in the Student Portal. Residency applications are available in the Student Portal,

at [www.clinton.edu/bursar](http://www.clinton.edu/bursar), and at the Bursar's office, and must be dated within sixty days of the start of the semester.

Residents of other New York State counties must complete the Residency application, have it notarized, and submit it to the Treasurer or Chief Fiscal Officer of their home county. The Treasurer will issue a Certificate of Residence to the student who must submit it to the Bursar's office by the due date specified on the Billing Statement in the Student Portal.

Residency applications are available in the Student Portal, at [www.clinton.edu/bursar](http://www.clinton.edu/bursar), and at the Bursar's office, and must be dated within sixty days of the start of the semester.

Exceptions: Active-Duty Military personnel, spouses and dependents stationed in New York are considered New York State residents for tuition purposes.

## Course Fees

Discipline	Lab Fee Per Course
Art	\$35.00
Biology	\$25.00
Chemistry	\$25.00
Computer Science	\$25.00
Electronics	\$30.00
Environmental Science	\$25.00
Geology	\$25.00
Industrial Technology	\$30.00
Mechanical Technology	\$30.00 - \$45.00
Meteorology	\$25.00
Nursing	\$25.00 - \$215.00
Physics	\$25.00
Science	\$25.00
Wind Energy & Turbines	\$30.00

**NOTE:** A student whose records are on hold due to an outstanding obligation to the College will not be allowed to register and attend classes. (Examples of outstanding obligations include prior account balances, parking tickets, overdue or lost library materials, etc.)

## Payment

To be a registered student at Clinton Community College, the student must submit full payment\* and a Certificate of Residence form (if he/she is a

New York State resident) to the Bursar's Office by the due date specified on the Billing Statement in the Student Portal.

*\*The payment may be submitted online or by cash, check, VISA, MasterCard, financial aid awards, and/or completed promissory notes or payment plans.*

# Refund of Tuition and Fees

To obtain a refund, it is necessary for the student to complete the appropriate Add/Drop form and submit it to the Registrar's Office. Refunds will be received from 4 to 6 weeks after withdrawal.

## Section 602.11 of the Code of Standards and Procedures for Community Colleges Operating Under the SUNY Program States:

a) A student who is given permission to cancel registration shall be liable for payment of tuition and refundable fees in accordance with the following schedule:

## Schedule of Student Tuition Liability

Liability	Semester	10-Week Term	8-Week Term or Less
Prior to First Day	0	0	0
During First Week	25%	40%	75%
During Second Week	50%	70%	100%
During Third Week	75%	100%	100%
After Third Week	100%	100%	100%

1. Approval of the cancellation with the date it becomes effective must be certified by the chief executive officer of the College or their duly designated representative. No money shall be refunded unless application for the refund is made within one year after the end of the term for which the tuition requested was paid to the College. The first day that classes are offered, as scheduled by the College, shall be considered the first day of the semester, quarter or other term, and the first week of classes for purposes of this section, shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed.

2. A tuition liability schedule for any term other than those listed in the schedule above shall be determined by the chief executive officer of each college subject to the approval of the Chancellor of State University.

### b) Exceptions:

1. There shall be no tuition or refundable fee liability established for a student who withdraws to enter military service prior to the end of an academic term for those courses in which he/she does not receive academic credit, provided the student submits proper certification of such military service from an appropriate military official.
2. A student who is dismissed for academic or disciplinary reasons prior to the end of an academic term shall be liable for all tuition and fees due for that term.
3. Tuition and fees collected in error, or in amounts in excess of the required amounts may be refunded. The request for refund shall include the reason for and the amount of the refund.
4. A student who is receiving Veterans Administration benefits under the Veterans Readjustment Assistance Act of 1952, Pub. L. No. 82-550, 66 Stat. 663 (1952), see subdivision (d) of this section and is enrolled in a non-accredited program may not be charged on withdrawal in excess of the approximate prorated portion of the total charges that the length of the completed portion of the program bears to its total length and shall be entitled to a refund of any amount paid in excess thereof.
5. A student who withdraws while receiving Federal financial assistance under Title IV of the Higher Education Act of 1965, as amended, under section 668.22 of title 34 of the Code of Federal Regulations (34 CFR 668.22), shall receive a calculation of earned vs. unearned financial assistance based on the withdrawal date and determined on a pro rate basis of completion of the enrollment period. If the student withdraws on or before the completion of 60% of the enrollment period and has received more grant or loan assistance than he/she has earned, the institution and/or the student is responsible for the return of the unearned funds to the Title IV program as the law specifies. This return may result in additional charges assessed to the student's account.
6. Notwithstanding any other provisions for refund, when a student has withdrawn



through circumstances beyond his or her control, under conditions in which the denial of refund would cause undue hardship, the chief executive officer of the College may, in his or her discretion, determine that no liability for tuition and fees has been incurred by the student, provided the student has not received or will not receive academic credit for the term. Such action, including the reason therefore, shall be in writing.

c) Military personnel withdrawing from any program or term because of changes of assignment beyond their control and upon proper certification of such change from a base education service officer or other appropriate military official shall be deemed to have incurred no liability for tuition and fees due from such personnel, as opposed to tuition and fees paid by the Federal government in their behalf.

d) Section 668.22 of title 34 of the Code of Federal Regulations, revised as of July 1, 1997, the Veterans Readjustment Assistance Act of 1952, Pub. L. No. 82-550, 66 Stat. 663 (1952), and sections 1070, et seq. of title 20 of the United States Code, as amended by Pub. L. No. 105-33, 111 Stat. 648 (1997), which have been incorporated by references in this section are on file in the Office of the Secretary of State of the State of New York, 41 State Street, Albany, NY 12231-0001. They are also available for public inspection and copying in the State University of New York Office of the Vice Chancellor for Finance and Business, State University Plaza, Albany, NY 12246. The Code of Federal Regulations and the United States Statutes at Large are published by The National Archives and Records Administration's Office of the Federal Register. The United States Code is published by the Office of the Law Revision Counsel of the United States House of Representatives. Copies of the publications may be obtained from the United States Government Printing Office Superintendent of Documents Sales Service, Washington, DC 20402

## Return of Federal Title IV Funds Policy

Section 484B of the Higher Education Act of 1965 as amended by the Higher Education Amendments of 1998 (Public Law 105-244) requires a return of Federal Title IV funds for students who withdraw from school on or before the completion of 60% of the payment period.

The institution will make a determination of the percentage of grant or loan assistance earned for the period the student attended during the payment period. If the student has received more grant and/or loan assistance than the amount earned, the institution, the student or both are responsible for returning the unearned funds as the law specified.

The amount of unearned Title IV aid due from the institution will be calculated by multiplying the percentage of Title IV aid unearned times the institutional charges for the payment period.

The student, or parent for a PLUS loan, is responsible for returning the difference between the unearned aid disbursed and the amount the institution will return. Loan funds that a student must return, or parent for a PLUS loan, are repaid in accordance with the terms of the promissory note. In the case of grants, PELL and FSEOG, the law provides that the student's responsibility for returning funds is reduced by 50%. Arrangements can be made for returning grant overpayments by contacting the Department of Education.

Funds are required to be returned to the Title IV programs, up to the total net amount disbursed from each source, in this order:

1. Unsubsidized Direct Stafford Loan\*
2. Subsidized Direct Stafford Loan\*
3. Perkins Loan\*
4. FFEL/Direct PLUS\*
5. Federal PELL Grant
6. FSEOG
7. Other Title IV programs

*\*For students and parents, loan amounts are returned in accordance with the terms of the promissory note.*

The school will advise the student, or the parent in the case of a PLUS loan, in writing, if they are eligible for a post-withdrawal disbursement for grant or loan assistance earned and not credited to outstanding charges on the student's account.

The student, or parent in the case of a PLUS loan, may accept or decline some or all of a post-withdrawal disbursement. To accept all or some of the post-withdrawal disbursement, the student or parent, in the case of a PLUS loan, must respond to the institution's notification within 14 days of the date that the institution sent the notification. If a student, or parent in the case of a PLUS loan, does not reply within 14 days

of the date that the institution sent the notification, the school will assume that the post-withdrawal disbursement has been declined and no further disbursements will be made.

### Workshop Refunds

Time Period	Percentage Refunded
Before First Class	100%
After First Class	0%

Refunds should be received within four to six weeks after a reported withdrawal.

### Tuition Appeals

A Tuition Appeals Committee reviews requests for refunds not meeting the Refund Policy criteria. The student must officially withdraw from the course(s) being appealed prior to submitting the Tuition Appeal. Appeals must be submitted to the Tuition Appeals Committee, utilizing the form available at the Bursar's Office and the Center for Community & Workforce Development. Requests for refunds must be made within thirty (30) days following the end of term for which the tuition was paid.

### Course Cancellation Policy

The college reserves the right to cancel a scheduled course. When this occurs, every effort is made to inform students in a timely manner. In the case of a canceled course, all tuition and fees related to the course will be refunded in full.

## Financial Aid

### Financial Aid

The Financial Aid Office at Clinton Community College assists students in applying for Federal, State and Clinton Foundation scholarship money in order to help them meet their education costs. However, the first responsibility for financing a student's education rests with the student.

The cost of attending college begins with tuition, fees, books and supplies. Depending upon individual circumstances and place of residence, additional costs such as living accommodations, board, transportation and a variety of personal expenses may have to be considered. Total costs at Clinton Community College may range from

\$8,320 (includes tuition, fees and books) per year to more than \$23,858 (including tuition, fees, books, room, board etc.)

### Sample Annual Budgets 2023/2024

Visit [www.clinton.edu](http://www.clinton.edu) for the most up-to-date sample.

### Commuter

\*Based on in-state tuition.

\*\*May vary based on distance.

Fees	Amount
Tuition & Fees*	\$6,756
Housing & Food	\$2,250
Transportation**	\$2,460
Books	\$1,100
Miscellaneous	\$808
TOTALS	\$13,374

Students wanting to be considered for financial aid at Clinton (Including student loans) must complete the Free Application for Federal Student Aid (FAFSA) annually. The FAFSA not only determines student eligibility for all federal aid including the PELL Grant program, but it also is the generating document for the New York State Tuition Assistance Program (TAP). A student who lists a NYS address on the FAFSA and at least one college located in NYS should complete the TAP application at [www.hesc.ny.gov](http://www.hesc.ny.gov). Financial aid at Clinton is awarded based on student eligibility, need and the availability of funds.

### Steps for Filing for Financial Aid:

1. File the FAFSA application electronically at <https://studentaid.gov>
2. Clinton's code for the FAFSA form is 006787.
3. Complete the TAP on the web application at [www.hesc.ny.gov](http://www.hesc.ny.gov).
4. Clinton's code for TAP is 2036.
5. If borrowing, accept a student loan through the student portal, or contact the Financial Aid Office.

### Federal Aid

In general, to be eligible to receive federal aid students must:

- Show financial need based on the information provided on the FAFSA.

- Complete the verification process with appropriate corrections (if required) prior to aid being processed.
- Have a high school diploma or General Equivalency Diploma (GED) for access to Federal Financial Aid.
- Be U.S. citizens or an eligible non-citizen.
- Be matriculated and enrolled in an approved program.
- Be making satisfactory academic progress.
- Not owe any refunds on a PELL Grant or other federal funds.
- Not be in default on federal student loan.
- Be within aggregate limits for Pell and student loans.

Clinton Community College participates in the following Federal Financial Aid Programs:

- Federal Pell Grants
- Federal Direct Stafford, subsidized and unsubsidized, Federal Direct Parent Loan for Students
- Federal Supplemental Educational Opportunity Grant–FSEOG
- Federal Work Study–FWS
- Aid to Native American Students

## Federal Pell Grant

The Pell Grant is designed to provide financial assistance to full and part-time students.

**Amount:** During the 2023/2024 academic year the awards range between \$767 and \$7,395 for eligible students. Visit [www.clinton.edu](http://www.clinton.edu) for information.

**How to Apply:** Complete the Free Application for Federal Student Aid (FAFSA) on the web at [studentaid.gov](http://studentaid.gov).

**Notification:** Clinton will automatically receive an institutional copy of the Student Aid Report for all students who indicated on the FAFSA that Clinton was one of their college choices. The Financial Aid Office will then calculate the PELL award based on that document or request more information as needed. Eligible students will be notified of their awards through the student portal. The Federal PELL Grant will be credited to the student's account and will be disbursed according to the College's disbursement policy. Disbursements are issued by the Bursar's Office. The order in which financial aid is paid to the student bill is as follows:

- State Grants
- Clinton Foundation Scholarships

- Loans
- Federal Pell Grants
- Outside Scholarships

The College will take the funds as received and issue a refund, if due, only after the student bill is satisfied in full.

## Campus Based Aid

Students are evaluated for campus-based aid on the basis of information provided on the Free Application for Federal Student Aid (FAFSA). Awards are based on student financial need as well as availability of funds.

## Federal Supplemental Educational Opportunity Grant (FSEOG)

**Eligibility:** Recipients must have exceptional financial need and be in an approved program.

**Amount:** FSEOG awards at Clinton range from \$100-\$1,000 per year depending on financial need and the availability of funds.

**How to Apply:** Complete the Free Application for Federal Student Aid (FAFSA). The established cut off date for consideration of FSEOG funds is May 1st. All applications received/processed prior to this date will be considered for these funds. Applications received/processed after this date will only be considered if funds are still available.

**Notification:** Clinton will automatically receive an institutional copy of the Student Aid Report for all students who indicated on the FAFSA that Clinton was one of their college choices. The Financial Aid Office will then award aid as indicated or request more information as needed. Applicants awarded FSEOG will be notified of their awards.

FSEOG awards will be credited to the student's account and will be disbursed according to the College's disbursement policy. Disbursements are issued by the Bursar's Office.

## Federal College Work Study Program (FCWS)

**Eligibility:** Recipients must be enrolled at least half-time and have financial need as determined by the FAFSA.

**Amount:** Federal Work Study positions pay not less than minimum wage and average 6-12 hours per week.

**How to Apply:** Complete the Free Application for Federal Student Aid (FAFSA).

**Notification:** Clinton will automatically receive an institutional copy of the Student Aid Report for all students who indicated on the FAFSA that Clinton was one of their college choices. The Financial Aid Office will determine if the applicant is eligible for Federal Work Study, or request more information as needed. Eligible students select a job from a list of eligible positions. Once the student has been interviewed by the job supervisor, and hours have been set, the student returns to the Financial Aid Office to pick up their student appointment form. The student is then sent to the Payroll Office to complete payroll paperwork.

Federal Work Study will be disbursed in accordance with the College payroll schedule, based on approved time sheets submitted.

## Federal Direct Student Loans Program

The loan program allows students to borrow money from the Federal Government. Applicants must complete the FAFSA, Master Promissory Note, Entrance Counseling Session, and accept their student loan offer. Instructions for completing these steps are available at the Financial Aid Office or [www.clinton.edu](http://www.clinton.edu). Each first-time student loan recipient will be required to complete an electronic entrance interview prior to receiving their student loan disbursement. In addition, first time borrowers at Clinton will have a 30-day delayed disbursement of their loan. All borrowers must attend an exit interview when graduating or withdrawing from school.

The Federal Direct Student Loan will be credited to the student's account. Loan proceeds will be applied against outstanding tuition, fees, and authorized charges and the remaining student loan proceeds will be refunded to the student, in accordance with the College's disbursement schedule available at the Bursar's Office. Refund payments are made by check.

## Federal Subsidized Stafford Loan

This is a subsidized loan with the interest being paid by the government until 6 months after a student leaves college or attends less than half time.

**Eligibility:** Eligibility is determined using the following: cost of attendance, other financial aid, and expected family contribution as determined by the FAFSA.

**Amount:** A first year student (less than 30 credit hours towards their degree) may borrow up to \$3,500 per year. Second year students (30 or more credit hours towards their degree) may borrow up to \$4,500 per year. Both first-and second-year students may be eligible for an additional \$2,000 unsubsidized loan based on need. Undergraduate students may borrow an aggregate limit of \$23,000.

**Interest:** Depends on date of first disbursement. Visit [studentaid.gov](http://studentaid.gov).

**Notification:** After processing the loan application, the Financial Aid Office notifies the student as to the amount of the loan and the approximate disbursement date.

## Federal Unsubsidized Stafford Loan

This loan has all the same terms as a Federal Subsidized Stafford Loan except: the student is responsible for the interest while in school and does not need to prove financial need to receive the loan.

**Eligibility:** Eligibility is determined using cost of attendance and other financial aid.

**Amount:** A first year student (less than 30 credit hours towards their degree) may borrow up to \$5,500 per year. Second year students (30 or more credit hours towards their degree) may borrow up to \$6,500 per year. Independent undergraduates are eligible for additional amounts. Check with the Financial Aid Office to determine your eligibility. Undergraduate students may borrow an aggregate limit of \$31,000 for dependent students and \$57,500 for independent students.

**Interest:** Depends on date of first disbursement. Visit [studentaid.gov](http://studentaid.gov).

**Notification:** Loans are subject to the approval of the Federal Government. Students will receive an official approval from the Federal Government.

# Federal Direct PLUS (Loans for Parents)

**Eligibility:** A parent of a dependent student must apply, must be a U.S. citizen or eligible non-citizen, may not be in default on any educational loan or owe a refund on an educational grant, and is subject to a credit check.

**Amount:** Cost of attendance minus financial aid.

**How to Apply:** Loan process and procedures are available online at <https://www.clinton.edu/tuition-and-aid/financial-aid/loans.aspx>.

**Interest:** The interest rate depends on the date of disbursement. Visit <https://studentaid.gov>

**Repayment:** Begins 60 days after last disbursement for loan period, unless deferment is requested.

**Notification:** Loans are subject to the approval of the Federal Government. Parent will receive notification of approval from the Federal Government.

# Financial Aid Requirements

## To Maintain Federal Financial Aid

Students must meet satisfactory academic progress in order to continue receiving federal financial aid. Satisfactory academic progress for Federal Financial Aid Programs (Pell, SEOG, Work Study, Stafford Loans, and PLUS) includes qualitative and quantitative components.

### Qualitative component

Students must achieve a certain grade point average based on the number of credit hours attempted.

### Quantitative components

**Passing Grades:** Quantitative component is where students must successfully complete a certain number of credits based on the number of hours attempted. Successful completion is defined as receiving a grade of A, B, C, or D (including plus, minus or N grades). Grades of W, I, R or F are not successful completions. Transfer credits are used in hours attempted and/or earned for both Federal and New York State requirements.

**Maximum Time Frame:** Students must complete their degree after they have attempted semester hours equal to 150% of the published time frame for their program. Non-credit course work (during the first semester) is not considered when calculating hours attempted for the 150% of maximum time frame.

The chart below outlines satisfactory academic requirements for Federal Financial Aid recipients. Students must meet the qualitative and both parts of the quantitative components in order to continue receiving their Federal Financial Aid.

## Federal Financial Aid Academic Progress Requirements

\*Must have 6 hours of completion before your second award.

After this many hours attempted.	0	1-18	19-32	33-48	49-62	63-78	79-96
Percent of hours to complete successfully.	0	40%	50%	60%	70%	75%	80%
Accrued credits (for max. number of attempts).	0	*Min. of 6	16	28	43	58	76

Students who fall below these minimums may apply for a waiver based on stringent, documented, extenuating circumstances beyond the student's control. Waivers are not automatically approved. All decisions of the Appeals Committee are final. If granted an appeal, students must maintain progress thereafter as outlined in this catalog.

Students who do not have documented, extenuating circumstances and who have not been academically dismissed from Clinton Community College may attend at their own expense until they have reached the minimums listed in the above chart.

## New York State Financial Aid

In general, to be eligible for New York State Financial Aid Programs a student must:

- Have a high school diploma, General Equivalency Diploma or pass a test approved by the U.S. Department of Education. Clinton will test students prior to being admitted.
- Be a U.S. citizen or an eligible non-citizen.
- Be matriculated and enrolled in an approved program.



- Be making satisfactory academic progress.
- Not be in default on federal student loan.
- Be a NYS resident.

Clinton Community College participates in the following New York State Financial Aid programs:

- Tuition Assistance Program (TAP).
- Aid for Part-Time Study (APTS).
- Excelsior Scholarship.
- State Special Scholarships such as Children of Deceased or Disabled Veterans, Child of Deceased or Disabled Police Officers or Firefighters etc. For more information on New York State special scholarships contact: New York State Higher Education Services Corporation (NYSHESC) Office of Grants and Scholarships, Albany, NY or check their website at [www.hesc.ny.gov](http://www.hesc.ny.gov).

### New York State Tuition Assistance Program (TAP) (Full-Time only)

**Amount:** A student's award is limited to the maximum award from the applicable award schedule or tuition, whichever is less.

**How to Apply:** Complete the FAFSA on the web listing a NYS address and indicating at least one college in NYS for which to send the information. Apply online at [www.hesc.ny.gov](http://www.hesc.ny.gov), TAP on the web, which is prefilled with your FAFSA data, and if applicable historical data from HESC's system.

**Notification:** NYS Higher Education Services Corporation will notify student of their award. The Tuition Assistance Program is subject to the final passage of the New York State Budget.

### Part-Time TAP for Student with Disabilities

**Eligibility:** Same as TAP eligibility except students do not have to be full-time and must have a documented disability under the 1990 Federal Americans with Disabilities Act. Students will need to have eligibility verified by Clinton's Disability Specialist.

**How to Apply:** Complete the FAFSA on the web listing a NYS address and indicating at least one college in NYS for which to send the information. Apply online at [www.hesc.ny.gov](http://www.hesc.ny.gov), TAP on the web, which is prefilled with your FAFSA data, and if applicable, historical data from HESC's system.

**Notification:** NYS Higher Education Service Corporation will notify the student of their full-

time Tap Award. The Certifying Official at Clinton will notify HESC of the student's status as part-time with documented disability. HESC will issue an official award notice based on part-time attendance.

### Aid for Part-Time Study (APTS)

**Eligibility:** The student must:

- Be working toward an undergraduate degree as a part-time student enrolled for 3-11 credit hours per semester.
- Have completed 6 credit hours at Clinton Community College with at least a 2.0 GPA.
- Retain good academic standing (students must maintain a minimum 2.0 GPA at Clinton).
- Be a resident of New York State.
- Be either a U.S. citizen, or eligible non-citizen.
- Meet income limits as set forth by NYS.

**Amount:** Awards will vary based on available funding.

**How to Apply:** Visit [www.clinton.edu/financialaid](http://www.clinton.edu/financialaid) to complete applications and return to the office with a copy of the appropriate NYS tax return.

**Notification:** The Financial Aid Office will notify the student of their approval or denial of APTS Awards. New York State Financial Aid (TAP & APTS) will be credited to the student's account and disbursed according to the College's disbursement policy.

### Excelsior Scholarship

**Eligibility:** The student must:

- Be enrolled at least 12 credits per term and complete 30 credits each year (successively) applicable toward his or her degree program. (Students with disabilities under ADA must successfully complete the number of credits for which they enrolled each semester).
- Meet income thresholds.
- Be in a non-default status on a student loan or on the repayment of any NYS award.
- Be in compliance with the terms of the service conditions imposed by a NYS award they receive from HESC.
- Execute a Contract agreeing to reside in NYS for the length of time the award was received, and, if employed during such time, be employed in NYS.



**How to Apply:** Complete the FAFSA online and then the Excelsior application at [www.hesc.ny.gov/excelsior](http://www.hesc.ny.gov/excelsior).

## Financial Aid Requirements To Maintain New York State Financial Aid

Students must meet satisfactory academic requirements in order to continue receiving state financial aid. Satisfactory academic progress for New York State programs includes Pursuit of Program and Academic Progress.

Pursuit of Program requires a certain percentage of earned credits to be accrued vs. attempted credits (including transfer credit).

Academic Progress requires that the student achieve a certain grade point average based on the number of semesters attended. The chart below outlines satisfactory academic requirements for NYS financial aid recipients. Students must meet both Pursuit of Program and Academic Progress requirements.

### TAP 1:

#### New York State Academic Progress Requirements

(GPA and coursework completion)

\*Must have 6 hours of completion before your second award.

BEFORE this Award	1	2	3	4	5	6
This many credits must be accrued.	0	*6	15	27	39	51
This grade point average must be attained.	.00	1.30	1.50	1.80	2.00	2.00
Number of TAP points student currently has.	0	*6	12	18	24	30

### TAP 2:

#### 1st Award Prior to Fall 2010 or Remedial Students

BEFORE this Award	1	2	3	4	5	6
This many credits must be accrued.	0	3	9	18	30	45
This grade point average must be attained.	.00	1.0	1.50	1.75	2.00	2.00
Number of TAP points student currently has.	0	6	12	18	24	30

Students who fall below these minimums may apply for a waiver based on stringent, documented, extenuating circumstances beyond the student's control. Waivers are not

automatically approved. All decisions of the Appeals Committee are final. If granted an appeal, students must maintain progress thereafter as outlined in this catalog. Students are allowed only one (1) waiver during their academic career, regardless of where the student attends college, unless the waiver is received for not maintaining a 2.0 cumulative GPA after four semesters of TAP.

Students who do not have documented, extenuating circumstances and who have not been academically dismissed from Clinton Community College may attend at their own expense until they have reached the minimums listed in the above chart.

## List of Financial Aid

Aid Title	Details
Excelsior Scholarship	The Program covers tuition for eligible SUNY and CUNY students. The program will be phased in over three years, beginning in Fall 2017. It would first apply to families who earn \$100,000 or less, then to those who earn \$110,000 or less in 2018, and eventually reaching \$125,000 or less in 2019.
Federal Pell Grant	Students who take at least 3 credit hours a semester demonstrate financial need. Up to \$5,645 depending on cost of attendance. Use FAFSA to apply; online at <a href="https://studentaid.gov">https://studentaid.gov</a> .
Federal Direct Loan (Subsidized)	Eligibility based on financial need. Graduate and professional students are also eligible. For undergraduates, up to: \$3,500 (1st year)–\$4,500 (2nd year)–\$5,500 (each remaining year). Maximum undergraduate total: \$23,000. U.S. government pays all the interest while recipient is enrolled at least half-time (plus the grace period after student leaves school or drops below half-time attendance). Apply using FAFSA and e-Master Promissory Note.
Federal Direct Loan (Unsubsidized)	Student must use their maximum eligibility for subsidized Stafford Loans first. For financially independent undergraduate students. Graduate and professional students are also eligible. No financial need requirement. For independent undergraduates, additional amounts are available with unsubsidized loans: \$4,000 (first 2 years)–\$5,000 (each remaining year). Recipients are responsible for the interest while in school; interest payments can be made or added to the principal balance. Apply using FAFSA and e-Master Promissory Note.
Federal PLUS Loan	Applicant must: be the natural or adoptive parent or stepparent of a dependent student, not have an adverse credit history, not be in default on any educational loan, or owe a refund on any educational grant. (This rule also applies to applicant's child.) Cost of attendance minus any financial aid that the

Aid Title	Details
	dependent student is expected to receive. Fixed interest rate of 8.5%. Repayment begins within 60 days after the full loan amount is disbursed.
Federal Supplemental Educational Opportunity Grant (FSEOG)	Priority is given to: Students with exceptional financial need and students who receive federal Pell Grants. For undergraduates up to \$4,000 a year, with a maximum total grant of \$20,000. Use FAFSA to apply.
New York State Tuition Assistance Program (TAP)	Students who have to pay at least \$200 a year in tuition and attend full time (at least 12 credits). Students must have a "C" average after receiving 2 annual payments. Graduate and professional students are also eligible. \$500-\$5,000 for first-time recipients (undergraduates), depending on their family's NYS net taxable income, the tuition amount, type of school attended, and other factors. Use FAFSA and TAP Application to apply. Apply as soon as possible, but no later than May 1 of the academic year for which aid is needed. Part-Time TAP Students taking 6 to 11 credits who in the previous academic year have earned two consecutive semesters of 12 credits each (24 credits total) and maintained a "C" average. Available beginning in 2007-08 for students who have completed requirements as first-time freshmen in 2006-07.
NYS Aid for Part-Time Study (APTS)	NYS residents who: attend a NYS college, take 3-11 credits per semester, pay at least \$100 a year in tuition. Up to \$2,000 depending on NYS net taxable income. Awards determined by College. Visit <a href="https://clinton.edu/tuition-and-aid/default.aspx">https://clinton.edu/tuition-and-aid/default.aspx</a> for an APTS application. FAFSA may also be required.
New York Lottery Leaders of Tomorrow Scholarship	U.S. citizen and a graduate of a NYS high school. Have maintained a "B" average for 7 semesters of high school. Demonstrate leadership skills and document experience in extracurricular and community activities. Must attend a NYS college full time and maintain a "B" average. Each high school principal will recommend 2 seniors. One senior from every private and public high school will be selected. Awards are \$4,000 payable in increments of \$1,000 per year. Must complete studies within 5-year period. Contact high school guidance office for information. Apply no later than March of the academic year for which aid is needed.
NYS Scholarship for Academic Excellence	Students who are enrolled for 12 credits or more at a NYS college. Awards are: \$1,500 to the top graduating senior of each high school in NYS. \$500 to other academically gifted students. Contact high school guidance office for information.
Federal College Work Study	Schools give priority to students with exceptional financial need. Graduate students are also eligible. Varies according to school policy. FAFSA required.
NYS Tuition Tax Credit Deduction	New York State resident taxpayers may claim a deduction or a refundable credit for allowable undergraduate tuition paid for themselves, their spouses, or dependents enrolled in qualified institutions. The deduction or credit may be taken for

Aid Title	Details
	attendance at colleges in or outside of New York State. Visit <a href="http://www.hesc.ny.gov">www.hesc.ny.gov</a> for more information.
Aid to Native Americans	Members on the official tribal roll of a NYS tribe: children of those members \$2,000 a year for 12 or more credits per semester; prorated amounts available for students taking fewer than 12 credits. Native American Education Unit, NYS Education Department, Education Building Annex, Room 475, Albany, NY 12234--(518) 474-0537. Apply by July 15 for fall semester, December 31 for spring semester, May 20 for summer session.

## Alumni Association and Foundation

### Alumni and Friends Reunion

The Alumni Association hosts an annual homecoming on the third Saturday of August each year. Graduates from all classes along with retired faculty/staff and friends in the community are invited to join us! Check the website at [www.clinton.edu](http://www.clinton.edu) for more information and to purchase tickets.

#### Sue Hagar '10 quote:

**When you ask any Clinton Community College alumni about their time on campus, the response is always the same: It was a great experience with a beautiful campus on the shores of Lake Champlain! The classes have a fantastic student/professor ratio, and everyone on campus is always ready to lend a hand to make sure students are set up to succeed!**

**The Clinton Community College Alumni Association will always be there to support our students and help them succeed as they move directly into employment or continue their education at another institution of higher learning. We've worked hard to restore our Alumni Cottage, one of the original Hotel Champlain cottages - a place where the Alumni Board holds its meetings, and several functions throughout the academic year. We love to hear of the successes of our fellow alum, and will always be there to connect**

**with, and support you in your journey! We would love to have you join our alumni board too!**

## Clinton Community College Alumni Association 2023

### Officers

**Susan Hagar** '10, President  
**Joshua Bu** '16, Vice President  
**James Jock** '86, Treasurer  
**June Van Alphen**, Secretary  
**Douglas Young** '73, Past President

### Board of Directors

**Sarah Pal** '96 & '04  
**Merrilee Bernard** '15  
**Carol Arnold** '73  
**Brandon Menard** '14  
**Melinda Clark** '16  
**Phil Lynch** '22

### Ex-Officio Members

**John Kowal**, CCC President  
**Steve Frederick**, Vice President of Institutional Advancement

## CCC Foundation

The Clinton Community College Foundation, Inc. is a 501c3 organization that raises private funds to support the college, faculty, staff, and students. This is accomplished through various scholarships, faculty/staff development, and campus enrichment programs.

Established in 1971, the Foundation is governed by an independent Board of Directors and day-to-day operations are managed by the VP for Institutional Advancement/Executive Director. The Board is comprised of community and college leaders committed to the common belief that quality, affordable higher education ought to be within reach of all who desire to learn, excel, and succeed. From its humble beginnings, the Foundation has grown into a financially sound and integral part of the college community.

## CCC Foundation Board of Directors 2024

### Officers

**Matthew Bergeron**, Esq. '97, President  
Open – Vice President

**Trevor Rabideau**, '96, Corporate Secretary  
**Melissa Mowry**, Treasurer  
**James Jock**, '86, Past President

### Board of Directors

**Sandy Young-Brady**  
**Scott Allen**  
**Barbara Hebert**  
**Danielle King**  
**Alissa Momot**  
**Molly Ryan**  
**Betsy Vicencio** – Board of Trustees Liaison  
**Tom Mandeville** – Faculty Liaison  
**Sue Hagar** '10 – Alumni Association Liaison

### Ex-Officio Members

**John Kowal**, CCC President  
**Steven G. Frederick**, Vice President of Institutional Advancement & Executive Director

### Scholarships

*The Clinton Community College Foundation manages over 85 scholarships and endowed funds. New and existing students are encouraged to apply for scholarships online by visiting: <https://www.clinton.edu/alumni-and-foundation/foundation/student-scholarships.aspx>*

## Endowments, Grants and Scholarships

## Endowments, Grants and Scholarships

- Alan Brockbank Criminal Justice Scholarship
- Barbara McDowell Memorial Endowment
- Barbara Straw Memorial Endowment
- Bob Bruno Leadership Endowment
- Cadyville Civic Association Endowment
- Champlain Valley Business & Professional Women's Endowment
- Clinton Community College Alumni Association Scholarship
- Clinton Community College Student Senate Scholarship
- D. Adelle Wightman Memorial Mathematics Scholarship

- Dan Padula Memorial Scholarship
- Dr. Agnes Pearl Nursing Scholarship
- Dulcie Sherman Memorial Nursing Scholarship
- Florence Godwin Memorial Scholarship
- Foundation Bookstore Grants
- Gaylord Duval Nursing Scholarship
- George & Doris Riley Memorial Scholarship
- George Moore Endowment
- Gordon R. Little Scholarship
- Herbert O. Myers Scholarship
- Herbie Rock Memorial Scholarship
- Hyman and Frances Krinovitz Endowment
- James Dean Wilson Memorial Scholarship
- Jessica Rocque Memorial Childcare Grant
- John and Bernadette Zelent Endowment
- John P. Adams Memorial Scholarship
- John Weldon Endowed Scholarship Fund
- John Weldon Nursing Scholarship
- Kyle Cartier Memorial Scholarship
- LeRoy M. Douglas, Sr. Memorial Scholarship
- Marilyn Luck Memorial Endowment
- Michael Lepage Memorial Business Scholarship
- Nikolas Kurt Michaud Nursing Scholarship
- PARC Business Scholarship
- Peter Drown Business Scholarship
- Plattsburgh Lions Club Scholarship
- Plattsburgh Noon Kiwanis Club Scholarship
- Robert Sawicki Memorial CJ Scholarship
- Sarah H. Davis Memorial Nursing Scholarship
- Schluter Systems Scholarship
- SeaComm Federal Credit Union Scholarship
- Steve Martin Memorial Scholarship
- Wyeth Legacy Scholarship

NOTE: All scholarship and endowment awards are made pending funding availability.

There may be new endowments and/or scholarships available after this catalog was printed.

While every attempt has been made to include all scholarship opportunities available to students, it would be prudent to check the Clinton website at [www.clinton.edu](http://www.clinton.edu) for updates.

# Academic Information

## Grading System

The following letter grade and quality points system is used at Clinton Community College:

### Grade Quality Points

Grade	Points
<b>A</b> (Outstanding Achievement)	4.0
<b>A-</b>	3.7
<b>B+</b>	3.3
<b>B</b> (Above Average Achievement)	3.0
<b>B-</b>	2.7
<b>C+</b>	2.3
<b>C</b> (Average Achievement)	2.0
<b>C-</b>	1.7
<b>D+</b>	1.3
<b>D</b> (Below Average Achievement)	1.0
<b>F</b> (Failure)	0.0
<b>W</b> (Withdrawal)	No Credit/ No Quality Pts
<b>I</b> (Not Completed)	No Credit/ No Quality Pts
<b>U</b> (Audit)	No Credit/ No Quality Pts
<b>CR</b> (Adv. Placement CR./CR. By Exam)	Credit/No Quality Pts
<b>P</b> (Pass)	Credit/No Quality Pts
<b>R</b> (Repeat Until Proficient)	No Credit/ No Quality Pts
<b>FS</b> (Renaissance Program)	No Credit/ No Quality Pts
<b>N</b> (With Letter Grade – Remedial)	No Credit/ No Quality Pts

**W Withdrawal:** A “W” grade shall be used when a student withdraws from a course no later than the end of the tenth week of the regular semester, or after the tenth week, with instructor permission. The “W” grade may also be given at the discretion of the instructor, to indicate involuntary withdrawal from a course when a student stops attending class without completing the official withdrawal process.

**I Incomplete:** Faculty member discusses the requirements for completing the course with the student and completes the “I” grade form at that

time. Faculty member and student sign the “I” grade form. Faculty member gives student a copy of the form. Faculty member submits “I” grade form to Registrar. The “I” grade should never be used at midterm.

In the event of student illness or other emergency, the faculty member may explain the requirements for completing the course to the student via phone or e-mail. The faculty member must make a notation on the “I” grade form in lieu of the student’s signature, and a copy of the form must be sent to the student. If the “I” grade is not complete by the end of the following semester (summer semester not included), the grade will be converted to an “F”.

**P Pass/Fail:** May be given as a midterm grade at the discretion of the instructor. As a final grade, may only be given at the discretion of the instructor with the approval of the Department Chairperson. In order to take a course pass/fail, a student must file a pass/fail form within the first week of instruction. Students should be aware that some colleges may not accept a grade of “P” for transfer credit and that taking a course pass/fail may affect financial aid.

**R Repeat Until Proficient:** The “R” grade is an optional grade which may be used in certain specific courses at the discretion of the instructor for the student who is unable to achieve the quality of work necessary to pass the course in one semester. The student who receives the “R” grade must re-register for the same course the next semester that course is offered (summer/winter sessions excepted); otherwise, the “R” grade will become an “F” automatically. To re-register for the course, the student must follow the standard course registration procedure and pay the regular tuition fee. Use of the “R” grade is restricted to MAT 098, MAT 098S (MAT 090/ MAT 098), MAT 100, MAT 100Q, RDG 095, and all ESL courses.

**U Audit:** Students who do not need or want credit for a course may enroll in that course as an auditor. Auditing allows the student to attend all lectures and discussions of the course, but the student normally does not take examinations or prepare papers or other outside work for the course and cannot be required to do so.

To enroll as an auditor, the student registers for the course as an auditor and pays the same tuition and fees charged to students enrolling in that course for credit. The auditor does not

receive a grade or credit hours for the course, but his/her record will show that he/she did audit the course. Please note: This does not apply to senior citizens auditing courses free of charge. For more information, see page 11.

## Midterm Grades

Midterm grades are issued at midterm and are provided to inform the student of his/her progress to date. The midterm grade is not calculated as part of the final grade and is not entered into the student’s official record.

## Repeating a Course

Students may repeat, at Clinton, any courses they have previously taken at Clinton. However, Financial Aid will only cover repetition of coursework for which the following grades were assigned: “R”, “RN”, “F”, “FN”, and “W”.

Students may repeat a course at another institution provided that the coursework is deemed equivalent by Clinton’s Registrar and a “C” grade or better is earned in the class. However, the course will not replace the previously earned grade unless they submit a *“Request to Repeat a Course at Another Institution” form* to the Registrar prior to taking the course. If the student earns a grade of “C” or better, Clinton will accept the course as transfer credit, and the previously earned grade will be excluded from the GPA (though it will remain on the transcript for record purposes). The grade earned at the other institution will not count in the GPA.

## Grade Point Average

Grade Point Average (GPA) indicates the student’s level of achievement. It is the average number of quality points earned per credit hour.

The GPA is calculated by multiplying the number of credit hours assigned to each course by the quality points earned in the course and then dividing the total number of quality points by the total number of credit hours. “CR” grade credit and “P” grade credit are not included in calculating the GPA.

## Academic Standing Policy

Clinton Community College students must maintain good academic standing. Good academic standing means maintaining an acceptable cumulative quality point average

(QPA) as per the Standards of Academic Progress charts. Students who do not maintain these standards will be placed on Academic Probation, Academically Dismissed or Academic Warning. The Academic Standing of students at Clinton Community College is determined based on review of final grades at the end of the Fall and Spring semesters.

Only credits taken at Clinton Community College are used for review in College Standards of Academic Progress.

## Academic Probation

Students will be placed on Academic Probation for failing to maintain a cumulative GPA at the minimum standard as defined in the Standards of Academic Progress. Students on Academic Probation are not eligible to receive financial aid, including student or parent loans.

## Academic Dismissal

Students will be dismissed for any of the following reasons:

1. Failure to maintain a cumulative GPA at the minimum standard as defined in the Standards of Academic Progress chart.
2. Placement on Academic Probation for two semesters attended in succession.
3. All "F" grades in one semester or a combination of all "F" and "W" grades.

Students who have been dismissed will not be eligible to receive financial aid, including student or parent loans. Students who wish to resume their studies must appeal to have their good academic standing reinstated, as outlined in the Academic Appeals section.

First semester students who are registered for at least one non-credit course and successfully complete 6 hours of coursework (based on full-time attendance) or 50% of coursework attempted (for part-time attendance) and whose GPA would warrant dismissal, will not be automatically dismissed from the college based on GPA only. These students will be evaluated on a case-by-case basis. Grades earned in remedial courses will be considered during this review.

## Academic Appeals

There are two types of Academic Appeals:

## Reinstatement of Good Academic Standing

The granting of this appeal allows dismissed students to enroll for courses which they must pay for at their own expense. When granted, this appeal is often contingent upon the student agreeing to certain conditions, including but not limited to: requiring a student to repeat failed courses and limiting the number of credit hours for which a student may register. Students who are granted this appeal will not be placed on Academic Probation or be Academically Dismissed for academic reasons again as long as they maintain a 2.0 average each semester until their cumulative GPA reaches the levels stated in the Standards of Academic Progress.

## Waiver for Reinstatement of Financial Aid Eligibility

Students who lose their eligibility for financial aid for failing to make program pursuit or failure to maintain satisfactory academic progress may apply for this waiver to have their financial aid eligibility reinstated. Such a waiver can only be granted one-time in a student's academic career. Students must be able to demonstrate with outside documentation that serious extenuating circumstances beyond their control contributed to their lack of success. This process will not benefit students who failed to succeed due to an unwillingness to commit to their studies, or who believe they were not mature enough to handle college, or who weren't prepared to succeed, or who say they took on too much at one time in addition to their job/work, etc. Such students will likely have to attend at their own expense, without benefit of financial aid, until their academic record reaches the standards set forth in the Standards of Academic Progress or the NYS and Federal standards for maintenance of financial aid awards.

If a student is granted a one-time waiver to receive federal aid, they must get a 2.0 GPA or above for each subsequent term and successfully complete all courses registered to continue eligibility for financial aid. This academic plan is to ensure the student will be able to reach the required cumulative GPA and/or percentage of total earned hours vs. total attempted hours to eventually be within federal guidelines. If the student falls below 2.0 for a term GPA and/or does not successfully complete all courses



registered for, the student will be evaluated and given the appropriate status. State aid eligibility will be reevaluated each term.

*NOTE:* A grade of W, I, R or F is not a successful completion.

### Standards of Academic Progress

Total Credit Hours Attempted	Cumulative GPA Warning	Cumulative GPA Probation	Cumulative GPA Dismissal
0-18	1.0-1.29	NA	.99 or below
19-32	1.30-1.50	1.0-1.29	.99 or below
33-48	1.51-1.75	1.26-1.50	1.25 or less
49-62	1.76-1.99	1.51-1.75	1.50 or less
63+	NA	1.76-1.99	1.75 or less

*\* Students on probation or dismissal are not eligible for Financial Aid.*

### Financial Aid

New York State and the Federal Government have their own standards for maintenance of financial aid awards. These standards are described in the Financial Aid section on pages 18-21.

## Academic Information

### Academic Achievement Dean’s List and President’s Academic Honors List

Each semester, the College publishes a Dean’s List and a President’s Academic Honors List. To be eligible for the Dean’s List, a student must achieve a grade point average for that semester of 3.25 to 3.749. To be eligible for the President’s Academic Honors List, a student must achieve a grade point average for that semester of 3.75 or higher. Only students who have earned at least 12 credit hours that semester will be eligible for either list.

### Academic Achievement Recognition for Part-Time Students

Each semester, the Vice President for Academic Affairs will send a letter of Academic Achievement and a letter of Academic Distinction to part-time students who qualify. To be eligible for a letter of Academic Achievement, a part-time student must achieve a grade point average for that semester of 3.25 to 3.749. To be

eligible for a letter of Academic Distinction, a part-time student must achieve a grade point average for that semester of 3.75 or higher. Only part-time students who have earned at least 6 credit hours that semester will be eligible for either list.

### Academic Calendar

Clinton Community College operates on a 15-week semester system during the fall and spring semesters. Clinton also offers summer sessions, and, when there is sufficient demand winter sessions.

### Academic Honesty

Academic honesty is expected of all Clinton Community College students. It is academically dishonest, for example, to misrepresent another person’s work as one’s own, to take credit for someone else’s work or ideas, to knowingly give or accept help on a test, to obtain advanced information on confidential test materials, or to intentionally harm another student’s chances for academic success.

When an instructor believes that a student has failed to maintain academic honesty, the instructor may decide on the penalty he or she believes is warranted.

When a student is penalized by receiving a failing grade on a major assignment or for the course, the instructor must notify his or her Department Chairperson and submit evidence that the student has acted dishonestly to the Vice President for Academic Affairs. The VPAA’s Office will send an academic incident form to the student within five working days. If the student disputes the charge or the penalty, he or she may follow the Academic Grievance Procedure as outlined in the College Catalog.

If the student chooses not to appeal, or the appeal is unsuccessful, the Vice President for Academic Affairs will retain a record of the offense. A student who commits a second offense may be dismissed from the college, and an appeal to return will not be permitted for one full calendar year.

## Academic Standard for Athletic Eligibility

For a student to participate on a Clinton Community College team in a NJCAA registered sport, the student must meet the following college academic requirements:

1. Must remain registered for a minimum of twelve (12) semester hours while competing. Students who drop below twelve (12) semester hours immediately become ineligible for athletic participation.
2. Must be making satisfactory academic progress. A minimum of a 2.00 GPA for a minimum of twelve (12) semester hours is required each semester to continue participation in the subsequent full-time semester.
3. Must complete and pass a minimum of twenty-four (24) semester hours with a minimum CGPA of 2.00 to be eligible to compete in the second year.
4. Must not have a college record in an impounded status.
5. The student must meet all of the NJCAA eligibility requirements. The requirements are available in the Director of Athletics' Office.

## Attendance Requirement

Regular attendance is considered essential for successful study and is expected at all lecture and laboratory periods for which the student is registered. If, for some unavoidable reason, a student should miss a class, it is the student's responsibility to contact the instructor as soon as possible to determine what measures can be taken to make up the missed work to maintain the continuity of the course. However, the instructor is not obligated to give make-up work, quizzes, examinations or extended due dates for work because of student absence.

When a student misses more than 15 percent of the class meetings for a particular course, his or her absence will be considered excessive. Excessive absence may result in a student being involuntarily withdrawn from the course by the Registrar upon recommendation of the instructor and may in turn affect financial aid. In such cases, the student will receive a grade of "W".

## Change of Course – Add/Drop

Students are expected to complete the courses for which they register. If a change is necessary, either from or into a different course or section, the student must complete an "Add/Drop Form" obtained from the Registrar's Office. Approval must be secured from the student's advisor and the Financial Aid Office. The form is then turned in to the Registrar's Office no later than the last day to add a course stated in the college calendar, and the change is affected. After the college's designated add/ drop period, students must also get instructor approval before changing their courses. The college may limit the time and dates during which students can drop and add courses.

## Change of Curriculum

When it becomes obvious that a student's aptitudes and interests may be better applied to a curriculum other than that in which he/she initially entered, the student should see his/ her faculty advisor to apply for a change of curriculum. Should a change of advisor seem appropriate, the student may also complete the necessary form for an advisor change. The requirements the student must meet in a particular curriculum are those in effect when the student enters that particular curriculum, rather than when the student first enrolled at Clinton. All courses taken by the student while at Clinton shall be used in computing the cumulative grade point average (GPA).

## Change of Grade Policy

Instructors can make grade corrections, when errors were made, by accessing the Faculty Portal and submitting a request for a change of grade. The Registrar's Office will process change of grades that fall within the appropriate reasons for grade corrections listed below. All other requests for change of grade will be forwarded to the Vice President of Academic Affairs for approval or disapproval. Inappropriate reasons for grade changes are also listed below. Faculty members who request a change of grade will be notified of the approval or disapproval.

Appropriate reasons for grade corrections or changes may include, but are not limited to:

- demonstrable arithmetic, editing, or factual errors in calculating the grade;
- omission of assignments or parts of assignments in calculating the grade;

- a grade demonstrably based on factors unrelated to student performance.

Inappropriate reasons for grade corrections or changes may include, but are not limited to:

- saving a student from an academic penalty such as dismissal, probation, or warning;
- enabling a student to graduate;
- enabling a student to maintain eligibility for financial aid;
- enabling a student to graduate with academic honors;
- personal issues unrelated to academics;
- enabling a student to maintain eligibility for athletics or other co-curricular activities;
- managing enrollment levels to preserve programs or revenue or increasing retention rates.

## College Level

Students who have completed between 0-29 credits are considered as having freshman-level status. Students who have completed 30 or more credits are considered sophomore level.

## College Policy on Writing

In all courses, students' written work is evaluated for effectiveness, as well as content. The writing must express ideas clearly, logically, and maturely, using standard English sentence structure, grammar, and spelling. Students must acknowledge all sources of information by following a standard citation format.

## Credit Hour

The credit hour system for Clinton Community College is the semester hour. Each semester hour represents one contact hour of classroom time, or 15 hours total over the course of a semester. Assignment of credit hours is based on the type of course instruction (e.g., lecture, seminar, laboratory, studio). Clinton Community College follows the SUNY policy on Credit/Contact Hour (Document 1305) - [https://www.suny.edu/sunypp/documents.cfm?doc\\_id=168](https://www.suny.edu/sunypp/documents.cfm?doc_id=168)

In order for students to be considered full-time, they must enroll in a minimum of 12 credits each semester. Half-time study (the typical minimum needed for financial aid) is 6 credits.

## SUNY Cross Registration Guidelines

In accordance with the SUNY Cross-Registration policy, students may seek to cross-register for courses at other SUNY Campuses. The primary goal of the cross-registration policy is to promote timely degree completion, by providing students access to courses at other SUNY campuses, while they are enrolled at their home campus. To facilitate this objective, a formal Financial Aid Consortium Agreement has been created to allow student to register for academic credit with any other SUNY Campus(es) and have the combined credits considered for financial aid. There are two main reasons a student could benefit from cross-registration: First, to resolve scheduling conflicts for required courses that would delay timely program completion. Second, to allow student(s) to complete requirements in situations where a course or courses are unavailable at their home campus.

### SUNY Cross-Registration Criteria:

1. Student(s) must be matriculated to a certificate or undergraduate degree program to participate.
2. Cross-registered courses must be applied to the student's academic program or degree.
3. A student must be in good academic standing at the Home Campus.
4. A student must be enrolled in at least 6 credits with the Home Campus to ensure residency requirements are met.
5. Cross-registration is required to meet timely certificate or degree completion. Eligible approval circumstances include,
  1. lack of course availability.
  2. course not offered
  3. course is offered but there are no available seats
  4. the course is available but conflicts with another required course, such that delaying completion of either course would result in increased time to degree.
6. Cross-registration is available for the fall and spring terms only. Registration dates and deadlines vary by college.
7. The combined total of the home and host institution may not exceed 18 credits. Student may pursue a term credit overload with permission from their Academic Advisor and V.P. for Academic Affairs.
8. The student is responsible for meeting the prerequisites for cross-registered courses.
9. The student is responsible for completing the Cross-Registration request in the SUNY

portal. For more information about the SUNY Cross-Registration portal and procedures please contact the Registrar.

## Deregistration Policy

1. Matriculated students may be deregistered from course(s) for which they lack the prerequisite(s)/co-requisite(s).
  1. Deregistration may occur in advance, prior to the start of the next term. Deregistration may also occur at any time within the term the course is being taught for lack of prerequisite(s)/co-requisite(s).
  2. The Registrar may assign a final grade of W for the course(s) when deregistration occurs after the date of record for the term.
2. Matriculated and Non-Matriculated students may be deregistered from course(s) for non-payment.
  1. Deregistration will occur if the tuition bill is not complete by the published due date. Completion of the tuition bill includes:
    1. Completed Certificate of Residence Form, i
    2. Completed SFA Authorization Form and Payment of the Balance Due.

\* Deregistration of credits could affect students meeting satisfactory academic progress requirements and financial aid eligibility.

The initial deadline for deregistration each term will be published on the Registrar's website at [www.clinton.edu/registrar](http://www.clinton.edu/registrar).

## Double Degree

It is possible for a student to earn more than one degree, applying credits earned in certain courses toward the total needed for each degree under the following conditions:

1. The full requirements for each degree must be met.
2. Courses may be counted twice, once for each degree, either to meet general education or program requirements.
3. Successful completion of requirements for both degrees will require a minimum of an additional semester of registration and at least 15 additional credits.

## Gainful Employment Information

On October 29, 2010, the United States Department of Education published new regulations mandating that colleges and universities report data and disclose information on certain Title IV eligible programs designed to lead to gainful employment in a specific career. At Clinton Community College, all of our certificate programs fall under the auspices of the gainful employment regulations.

Clinton Community College is committed to ensuring that prospective students receive all of the information they need to make an informed choice. Yearly gainful employment data is available on our registrar's office website at [www.clinton.edu/registrar](http://www.clinton.edu/registrar). Amongst some of the data assembled includes information on the number of graduates in our programs, the cost of attendance, the careers that the certificates will prepare students for and more. Questions about gainful employment should be directed to the Registrar's Office at (518) 562-4124.

## Graduation Requirements

In order to receive a certificate or degree from Clinton Community College, students must have completed the required number of credit hours and courses according to their curriculum catalog. Students must have a cumulative quality point average of 2.00 or better and must have completed a minimum of fifteen (15) credits in residency (excluding grade-bearing portfolio or proficiency credits) for A.A., A.S., and A.A.S. degrees and a minimum of six (6) credits in residency for A.O.S. degrees. Each academic year the College will confer degrees or certificates to students in May for spring graduates, August for summer graduates or December for fall graduates.

The College will host an annual commencement ceremony in May. Expected student graduates for fall, spring and summer terms will be invited to participate.

In order to graduate, students must first apply to participate in graduation by completing a graduation application. A separate graduation application is required for each degree and/or certificate students are eligible to receive. Students must each obtain the signature of their academic advisor and submit the application to the Registrar's Office by the published deadline.

Graduation applications are found on the college website: <http://www.clinton.edu/Registrar/GraduationWorksheetArchive.xml>

## Participating in the Commencement Ceremony Short of Credits:

Participation in the commencement ceremony is a privilege reserved for students who are expected to complete all the program requirements. However, students lacking six (6) or fewer credit hours may participate in the commencement ceremony. Students who participate in the graduation ceremony short 6 or fewer credit hours are not eligible to be designated as graduating with honors or be considered for valedictorian/salutatorian status. In order to participate in the graduation ceremony lacking 6 or fewer credit hours, students must indicate, "Will attend ceremony short credits ( $\leq 6$  cr.)" on their graduation applications. Additionally, if they are completing remaining credits-to-degree at another institution, they must indicate the name of the college or university from which they will be transferring credit back to complete Clinton's degree or certificate. The College will confer the degrees or certificates to the students in the following term, pending the successful completion of the remaining credits-to-degree.

## Graduating by Reverse Transfer:

Students may transfer to another college or university prior to completing their associate's degree or certificate program from Clinton Community College. Upon fulfilling any missing requirements at another institution students can transfer those credits required for completion back to Clinton Community College to receive their associate's degree or certificate. When students transfer prior to program completion, these students must complete the required number of credit hours and courses according to the most recent college catalog to graduate. The current requirements may differ from the original curriculum catalog as changes to program degree requirements may be implemented each fall.

Students may select one of two options to be candidates for reverse transfer.

1. If students are completing the course(s) at another SUNY institution, they may apply as SUNY Reverse Transfer applicants. The SUNY Reverse Transfer application is available at the website: <https://www.suny.edu/>

reversetransfer/. A portal is available to complete this application. The portal aids communication between SUNY campuses and students. Each student's institution will be able to upload final transcripts for evaluation by the Registrar.

2. If students are completing the course(s) at an out-of-state or non-SUNY institution, it is their responsibility to request official transcripts for evaluation by the Registrar.

The Registrar will determine the next eligible term to confer the degree or certificate, (December, May or August) based upon when the transcript has been received and evaluated to current degree requirements.

## Graduation With Honors

Students with a cumulative quality point average of 3.25 but lower than 3.5 at time of graduation will graduate "Cum laude." Students with a cumulative quality point average of 3.5 but lower than 3.75 at the time of graduation will graduate "Magna cum laude." Students with a cumulative quality point average of 3.75 or above at the time of graduation will graduate "Summa cum laude." To be eligible for any of these designations, a student must complete at least one-half the minimum number of credit hours of college study required for the degree or certificate program at Clinton Community College.

## Reading and Writing

Most credit bearing courses at Clinton Community College require college-level reading and writing skills. Therefore, to enroll in those credit courses, a student must place into ENG 101 or successfully complete ENG 101S. In addition, a student must successfully complete RDG 095 or have placement scores that indicate college-level reading skills except to enroll in ENG 101.

## Renaissance Program

The Renaissance program provides an opportunity for students who previously attended Clinton and showed poor academic performance, to have a "fresh start" without their previous grades that were a C- or below counting against them. Students considering the program are advised to consult with Financial Aid regarding financial aid eligibility. In order to be considered for the program, students may not have taken a course at Clinton for at least three (3) years. Students may apply for the program only after they have completed a minimum of 12

hours after readmission with a GPA of 2.0 or better. Applications for the Renaissance program are available in the Registrar's Office or on Clinton's website at [Clinton.edu/registrar](http://Clinton.edu/registrar) under forms.

When a student has been approved for the Renaissance program, his or her previous academic record will be reviewed, and:

1. "FS" (fresh start) grades will be assigned in place of the previously earned grades of C- or below.
2. Credit earned for previous courses in which the student earned a "C" or better will be retained.
3. For determining the student's GPA, course work with a C grade or better prior to readmission and credits completed after readmission to the College will be included.
4. For determining the student's earned hours, course work with a C grade or better prior to readmission and credits completed after readmission to the College will be included.
5. All course and grade information will remain on the student's transcript regardless of when those courses were taken.

## Semester Credit Overload

During the Fall and Spring semester, no student may enroll for more than 18 credits without approval from their advisor, Department Chairperson and Vice President for Academic Affairs. During the Summer session, no student may register for more than 6 credits in any one summer term or more than 12 credits for all summer terms without permission from his or her advisor, Department Chairperson and Vice President for Academic Affairs.

## Technology Statement

A Clinton student should expect that any class may require some course activity that uses a computer and the internet. Activities could include, but are not limited to, accessing the course syllabus, schedule, or other handouts on the website, completing homework online, taking quizzes or submitting written work, participating in a discussion or sending/receiving e-mail.

## Transfer Before Degree Completion

When the student transfers to another institution before completing the Clinton degree

requirements, he or she will be responsible for contacting the Registrar's Office to inform them that they have completed their degree requirements. The student will need to request an official transcript from the transfer institution to be sent to the Registrar's Office at Clinton. The student who attends a fellow SUNY College may submit a SUNY Reverse Transfer Application. The Application is free to the student and available at [www.suny.edu/reversetransfer](http://www.suny.edu/reversetransfer). Following the student submission of a Reverse Transfer Request, the current SUNY Campus will upload the transcript for the Clinton Registrar's review. If the necessary course requirements are successfully completed and verified by transcripts, the student will receive a diploma granting the Clinton degree and may participate in graduation ceremonies.

## Valedictorian and Salutatorian

Graduating students who have completed at least 48 credit hours in residence at Clinton Community College are eligible for consideration as valedictorian or salutatorian. Transfer hours will not be included in this requirement.

Among the eligible students, the student with the highest cumulative GPA will be designated the valedictorian. In the case of identical averages, the student who has completed the greater percentage of his or her degree requirements at

Clinton will be the valedictorian, and the student with the same GPA but a lower percentage of Clinton credits will be named salutatorian.

Otherwise, the student with the second highest cumulative GPA will be named salutatorian. In the case of identical averages, the student who has completed the greater percentage of his or her degree requirements at Clinton will be the salutatorian.

If the GPAs and percentages of credits taken at Clinton are the same for more than one student, all will be awarded the respective honors.

Such honors may be awarded in absentia and will be noted on the official transcript and diploma. To qualify, a student must meet all degree requirements at the time of graduation.

## Withdrawal from the College

Students who wish to withdraw from the College during a semester should contact the Academic



Advising and Student Support Office to complete the necessary paperwork, discuss their reasons for withdrawal and possible options. Consultation with Financial Aid and the Bursar are a required part of this process. A complete withdrawal may have financial implications for a student that impacts their future Financial Aid eligibility. Students will be required to provide documentation of circumstances if seeking Tuition Appeal and/or Financial Aid Appeal.

## Academic Grievance Procedure

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the community at large. Students should exercise their freedom with responsibility. The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis and not on opinions or conduct in matters unrelated to academic standards.

### Definition/Jurisdiction

The term academic grievance as used in these procedures shall mean a complaint by a student of Clinton Community

College concerning a faculty member at the college.

1. That the rights and freedoms of the student in the classroom have been violated, *OR*
2. That there has been a violation, misinterpretation or inequitable application of any of the academic regulations of the College.

In keeping with the intent and spirit of these statements, it is expected that all parties involved show respect, restraint, and responsibility in their efforts to resolve perceived grievances. It is incumbent upon faculty members to arrange meetings and conferences with the student in good faith and to communicate decisions to the student promptly.

*Protection of Freedom of Expression:* Students should be free to take reasonable exception to the data or view offered in any course of study and to reserve judgment about matters of

opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

*Protection Against Improper Academic Evaluation:* Students should have protection through orderly procedures against prejudiced or capricious academic evaluation.

*Protection Against Improper Disclosures:* Information about students' views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosures is a serious professional obligation. Evaluations of ability and character may be provided under appropriate circumstances.

Disagreements between students and instructors are frequently resolved on an informal basis. However, the college is obligated to provide formal avenues for appeal of grades or academic conduct of an instructor. In fact, these formal procedures are not intended to replace informal channels, and every attempt should be made to explore these avenues prior to escalating to more formalized procedures.

The procedures described are purposefully general, rather than detailed, to ensure flexibility for both the student and the instructor in pursuing and/or defending the grievance. Rather than listing specific time limits, it is assumed that reasonable efforts will be made to expedite the process. These procedures in no way reduce the traditional responsibility and authority of faculty members in establishing academic standards and procedures for their courses.

### Informal Level

1. The student with a concern should make the complaint to the instructor within twenty (20) calendar days of the condition on which the dispute is based. For due cause, the Vice President for Academic Affairs may extend this time requirement. The student and the faculty member should attempt to resolve the difference informally and in a manner acceptable to both.
2. If, after this procedure, the student is still dissatisfied, the student should contact the appropriate department chairperson and then the Vice President for Academic Affairs concerning the issue. As soon as possible or practical, the Vice President for Academic Affairs (or his/her designee) shall work as a

mediator with the student, the instructor, and, if necessary, the appropriate Department Chairperson to attempt to resolve the complaint.

3. If the complaint is resolved, a written confirmation of resolution will be filed in the Vice President for Academic Affairs' office.

## Formal Level

If the matter remains unresolved at the end of the meeting referred to in step two, informal level, the following procedures must be initiated:

1. The student will obtain a "Student Academic Grievance Form" from the Vice President for Academic Affairs. This form will serve as the student's position paper and will be distributed to those indicated on the form. The student may request, through the Dean of Student Affairs, the services of a faculty member (or another college community member) to serve as his/her Academic Grievance Advisor. No person outside the college community may serve this role.
2. The Vice President for Academic Affairs will request that the chairperson of the Academic Standards Committee appoint a five-person Academic Hearing Committee comprising the following:
  1. One full-time teaching faculty member from the academic department of the faculty member named in the grievance;
  2. One full-time teaching faculty member not from the same academic department of the faculty member named in the grievance;
  3. One full-time faculty member from Student Services;
  4. Two students chosen from the Student Senate.

The aggrieved student and the named faculty member (the principals) have the right to review the membership of the Hearing Committee before the hearing begins and to request the replacement of any one member of the committee. Any additional request for the replacement of any other member must be made in writing to the Academic Standards Committee.

1. As soon as possible, the Academic Hearing Committee will arrange a meeting to review all positions of the grievance.
2. After investigating and deliberating the matter, the committee will forward all

pertinent materials, along with their recommendations, to the Vice President for Academic Affairs.

3. The Vice President for Academic Affairs shall review the Committee's written proceedings and recommendations, along with the positions of all involved parties.
4. As soon as practical, the Vice President for Academic Affairs shall render a decision and report the findings to the parties involved. The Vice President's decision is binding.
5. All materials relevant to the case should be placed on file in the Vice President for Academic Affairs' Office.

## General Education

General education is an integral component of the students' total educational experience. A sound general education program contributes to the development of learned and inquisitive individuals by providing them with a breadth of knowledge and by stimulating academic curiosity. The totality of general education courses affords students opportunities to enhance their skills in effective communication, quantitative literacy, and technology and to broaden their perspectives on cultural, historical, and global issues. A solid foundation in general education prepares students for more specialized study and provides them with the skills to adapt and contribute to an ever-changing workforce.

### Statement of General Education Mission

Clinton Community College is committed to General Education, to learning which promotes the intellectual, social, and personal development of each student. Through its degree programs, the College provides students with the skills and knowledge they will need to fulfill their academic goals and to succeed in their careers. The General Education Program of the College mirrors the program adopted by the State University of New York Trustees, with modifications by curricula.

### SUNY General Education (SUNY-GE)

SUNY General Education (GE) is a system-wide framework applicable to all degree-seeking

students. The framework consists of ten Knowledge and Skills areas and two Core Competencies.

## SUNY-GE CREDIT AND CATEGORY REQUIREMENTS

**For A.A., A.S., and baccalaureate degree programs, the following credit and category requirements apply to students entering Fall 2023 or later:**

- At least 30 credits of SUNY GE-approved coursework
- A minimum of seven (of ten) Knowledge and Skills Areas, including the four specifically required (Communication, Diversity, Mathematics, Natural Sciences)
- The two core competencies

**For A.A.S. degree programs, the following credit and category requirements apply to students entering Fall 2024 or later:**

- At least 20 credits of SUNY GE-approved coursework
- A minimum of the four (of ten) Knowledge and Skills Areas, including the four specifically required (Communication, Diversity, Mathematics, Natural Sciences)
- The two core competencies

**For A.O.S. degree programs, the following credit and category requirements apply to students entering Fall 2024 or later:**

- A minimum of zero credits of SUNY GE-approved coursework
- A minimum of the four (of ten) Knowledge and Skills Areas (freestanding or embedded), including the four specifically required (Communication, Diversity, Mathematics, Natural Sciences)
- The two core competencies (freestanding or embedded)

## KNOWLEDGE AND SKILLS AREAS

### Communication –Written and Oral (Required)

Students will:

1. research a topic, develop an argument, and organize supporting details;
2. demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;

3. evaluate communication for substance, bias, and intended effect; and
4. demonstrate the ability to revise and improve written and oral communication.

### Diversity: Equity, Inclusion, and Social Justice

Students will

1. describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
2. analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and
3. apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

### Mathematics (and Quantitative Reasoning)

Students will demonstrate mathematical skills and quantitative reasoning, including the ability to

1. interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics;
2. represent mathematical information symbolically, visually, numerically, or verbally as appropriate; and
3. employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

### Natural Sciences (and Scientific Reasoning)

Students will demonstrate scientific reasoning applied to the natural world, including

1. an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling; and
2. application of scientific data, concepts, and models in one of the natural (or physical) sciences.

### Humanities

1. Students will

2. demonstrate knowledge of the conventions and methods of at least one of the humanities; and
3. recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

## SUNY General Education Requirement (SUNY-GER)

SUNY General Education Requirement (GER) is a system-wide requirement applicable to all Associate of Arts (A.A.), Associate of Science (A.S.) and baccalaureate degree seeking students entering **between Fall 2010 and Spring 2023**. The requirement consists of ten Knowledge and Skills areas and two Competencies.

## SUNY-GER CREDIT AND CATEGORY REQUIREMENTS

For A.A., A.S., and baccalaureate degree programs, the following credit and category requirements apply:

- At least 30 credits of SUNY GE-approved coursework
- A minimum of seven (of ten) Knowledge and Skills Areas, including the two specifically required (Basic Communication and Mathematics)
- The two competencies

## KNOWLEDGE AND SKILLS AREAS

### American History

Students will demonstrate:

1. Knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;
2. Knowledge of common institutions in American society and how they have affected different groups; and
3. Understanding of America's evolving relationship with the rest of the world.

### Basic Communication

Students will:

1. Produce coherent texts within common college-level written forms;
2. Demonstrate the ability to revise and improve such texts;

3. Research a topic, develop an argument, and organize supporting details;
4. Develop proficiency in oral discourse; and
5. Evaluate an oral presentation according to established criteria.

## Foreign Language

Students will demonstrate:

1. Basic proficiency in the understanding and use of a foreign language; and
2. Knowledge of the distinctive features of culture(s) associated with the language they are studying.

## Humanities

Students will demonstrate:

- Knowledge of the conventions and methods of at least one of the humanities (Art, English, Languages, Music, or Philosophy) in addition to those encompassed by other knowledge areas required by the General Education program.

SUNY General Education Requirement (GER) is a system-wide requirement applicable to all Associate of Arts (A.A.), Associate of Science (A.S.) and baccalaureate degree seeking students entering **between Fall 2010 and Spring 2023**. The requirement consists of ten Knowledge and Skills areas and two Competencies.

## SUNY-GER CREDIT AND CATEGORY REQUIREMENTS

For A.A., A.S., and baccalaureate degree programs, the following credit and category requirements apply:

- At least 30 credits of SUNY GE-approved coursework
- A minimum of seven (of ten) Knowledge and Skills Areas, including the two specifically required (Basic Communication and Mathematics)
- The two competencies

## KNOWLEDGE AND SKILLS AREAS

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Students will:

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### **Foreign Language**

Students will demonstrate:

1. Basic proficiency in the understanding and use of a foreign language; and
2. Knowledge of the distinctive features of culture(s) associated with the language they are studying.

### **Humanities**

Students will demonstrate:

1. Knowledge of the conventions and methods of at least one of the humanities (Art, English, Languages, Music, or Philosophy) in addition to those encompassed by other knowledge areas required by the General Education program.

### **Mathematics**

Students will demonstrate the ability to:

1. Interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
2. Represent mathematical information symbolically, visually, numerically and verbally;
3. Employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;

4. Estimate and check mathematical results for reasonableness; and
5. Recognize the limits of mathematical and statistical methods.

### **Natural Sciences**

Students will demonstrate:

1. Understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
2. Application of scientific data, concepts, and models in one of the natural sciences.

### **Other World Civilizations**

Students will demonstrate:

1. Knowledge of either a broad outline of world history, or
2. The distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization.

### **Social Sciences**

Students will demonstrate:

1. Understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and
2. Knowledge of major concepts, models and issues of at least one discipline in the social sciences.

### **The Arts**

Students will demonstrate:

1. Understanding of at least one principal form of artistic expression and the creative process inherent therein.

### **Western Civilization**

Students will:

1. Demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
2. Relate the development of Western civilization to that of other regions of the world.

## COMPETENCIES

### Critical Thinking (Reasoning)

Students will:

1. Identify, analyze, and evaluate arguments as they occur in their own or others' work; and
2. Develop well-reasoned arguments.

### Information Management

Students will:

1. Perform the basic operations of personal computer use;
2. Understand and use basic research techniques; and
3. Locate, evaluate, and synthesize information from a variety of sources.

For a list of approved CCC courses in each SUNY-GER category, visit [https://www.clinton.edu/degrees-and-programs/general-education/pdf/Approved%20General%20Education%20Courses\\_SUNY-GER.pdf](https://www.clinton.edu/degrees-and-programs/general-education/pdf/Approved%20General%20Education%20Courses_SUNY-GER.pdf)

## Transfer of General Education Credits For Transfer to SUNY Institutions

- If a SUNY sending institution certifies that a student has completed the SUNY-GER (for students entering prior to Fall 2023) or SUNY-GE (for students entering Fall 2023 or later) in its entirety, then the receiving institution must accept that requirement as being met.
- If a SUNY sending institution certifies that a student has completed a Knowledge and Skills area, then the receiving institution must accept that category requirement as being met.

## For Transfer to Non-SUNY Institutions

Most colleges stipulate their own general education course requirements. Students who

plan to transfer to four-year colleges or universities outside the State University of New York should check with the transfer institution to determine the recommended general education courses. For additional information about transferring to a non-SUNY college, contact the CCC Counseling and Advisement Office.

### Humanities (H)

### Natural Sciences (NS)

- BIO 100 Human Biology
- BIO 101 General Biology I
- BIO 102 General Biology II
- BIO 204 Microbiology
- BIO 206 Ecology
- BIO 250 Biotechnology
- CHE 100 Introduction to Forensic Science
- CHE 101 Applied Chemistry
- CHE 111 General Chemistry I
- CHE 112 General Chemistry II
- ENV 101 Environmental Science
- ENV 210 Environmental Technology
- GEL 101 Physical Geology
- MET 101 Meteorology
- PHY 100 Physics for the Liberal Arts
- PHY 111 General Physics I
- PHY 112 General Physics II

## Assessment of General Education Student Learning Outcomes

In accordance with the guidelines set by the State University of New York, Clinton Community College has developed a comprehensive plan for assessing general education student learning outcomes. Outcomes from each of the ten Knowledge and Skills Areas and the two Competencies are assessed following a three-year cycle.

## Additional Resources

For contact information and additional resources, please visit the General Education website: [www.clinton.edu/degrees-and-programs/general-education](https://www.clinton.edu/degrees-and-programs/general-education)



# Academic Services

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## Accommodative Services

The role of this office is to assist all qualified students with disabilities in pursuing their educational goals. The Accommodative Services office attempts to coordinate students' needs with services and resources available within the College system and in the community. In order to assist the students, the College offers a number of support services, including academic advisement and classroom and testing accommodations.

Students with disabilities are encouraged to identify themselves by providing their disability documentation to the Learning Resource Specialist (Room 211M). They are required to meet with the Specialist each semester to develop a service plan. The Accommodative Services Office also serves as a National Voter Registration Act registration site.

## LeRoy M. Douglas, Jr. Library

Douglas Library provides information services to students, faculty, and staff in support of the college curriculum, and to the local community as a resource for lifelong learning. The mission of the library is to provide access to the college community to information, ideas, services, and environments needed to strengthen teaching and learning. We are centrally located on the second floor of the George Moore Academic and Administrative Building overlooking scenic Lake Champlain in the Learning Commons area. The library is named for LeRoy M. Douglas, Sr., one of the first chairs of the college's Board of Trustees, who was instrumental in securing Bluff Point as the permanent site for the college.

The library provides a full complement of services and materials. Librarians are available to assist patrons in selecting and locating materials and electronic resources; patrons also have access to online reference services 24/7. Faculty may request course-related instruction sessions through reference services. Students may take advantage of opportunities for both formal and informal instruction in library use through class

visits, workshops and individual consultation with librarians. Librarians can also assist patrons with reserve materials and loans.

Our print collection includes over 14,000 volumes. Specialized collections include the Adirondack collection containing books of local interest, the Juvenile collection supporting children's literature courses, and an archives housing historical materials and a special collection related to the college, including the two Hotels Champlain, Bellarmine College, and Bluff Point.

Current online resources include the library catalog and more than 150 individual databases providing access to articles in thousands of full-text magazines, journals, and newspapers, as well as eBooks. Access to the campus network and the Internet is available from computer workstations throughout the library; wireless access is also available.

As a member of the CCC Learning Commons area, the Library is situated next to the state-of-the-art classroom with computers for instructional sessions, in addition to quiet and group study rooms. The library has an extensive collection of education and entertainment DVDs and equipment for individual use and classroom instruction. A walk-up book scanner is also available to all students.

## Information Technology Department

Our mission is to empower students, staff and faculty to develop, use and manage information effectively by providing them with the resources, training and data management tools necessary to fulfill the college mission.

### Services available include:

- Computer labs which are located throughout campus and when not in use by a class is generally available for use.
- Wireless internet is available in all buildings on campus.
- 30 MB of network (private) storage accessible from any college computer.
- Student Portal which provides web access to student's current schedule, transcript, registration for classes, billing, financial aid,

current and past course information as provided by the instructor, and advisor contact information.

- Webmail for registered students includes mail, personal calendar, notes and other tools.
- Located on the left navigation pane of the IT web page are two popular links: Commonly Asked Questions from our Students link provides quick answers and the Knowledge Base providing tips and techniques on an assortment of computer tools.

For assistance, please try the Knowledge Base or “Commonly Asked Questions” links available on the website

## Tutoring Center

The Tutoring Center offers:

- Free tutoring
- Experienced tutors
- Flexible walk-in tutoring schedules
- Computer Lab and study space
- Tutoring in Writing, Reading, Humanities, Social Sciences, Math, Science, Computers, and Study Skills

The Tutoring Center provides tutoring services for all students enrolled at Clinton Community College. The Tutoring Center encourages students to develop academic skills and to gain confidence in an academic environment; it offers individual tutoring for Writing, Reading, Humanities, Social Sciences, Math, Science, and Study Skills.

All tutors at the Tutoring Center are experienced professionals, and many are Adjunct Instructors. The combination of teaching classes and tutoring gives the tutoring staff a strong understanding of class material and student needs. Tutoring for the majority of general education classes and some specialized classes is provided. The Tutoring Center staff works with students to develop study skills and strategies for academic success.

## Student Services

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### The Office of the Dean of Student Affairs

The Dean of Student Affairs serves as the chief student advocate on campus and acts as the campus ombudsman. The Dean of Student Affairs also coordinates student support services for the college, and helps students overcome a variety of difficulties that impact their college success.

### Veterans Affairs

This office supports students who have served or continue to serve in the military, spouses of Veterans and Veteran- Dependents. The Veterans Certifying Official also processes claims for military-based aid through the Department of Veterans Affairs (GI Bill®) and the Department of Defense programs such as GoArmyED and MyCAA (military spouses). Clinton Community College has a commitment to upholding the standards of the Servicemembers Opportunity Colleges (SOC) to maintain the educational opportunities for service members, Veterans, and their families.

For further information, visit the website at [www.clinton.edu](http://www.clinton.edu) or call (518) 562-4125.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web Site at <https://www.benefits.va.gov/gibill>.

### Financial Aid

The Financial Aid staff at Clinton Community College is ready to assist student and parents in applying for Federal, State and Foundation scholarship money that may help meet educational costs. Approximately 80% of full-time students at Clinton receive some form of financial assistance. Please recognize however, that the first responsibility for financing a student's education rests with the student themselves.

The College gives priority in awarding funds to students with the greatest financial need. There

are Federal and State regulations students are required to maintain in order to continue receiving financial aid. For more information visit [www.clinton.edu](http://www.clinton.edu), e-mail [financialaid@clinton.edu](mailto:financialaid@clinton.edu), or call (518) 562-4125.

## Athletics

Clinton Community College has three intercollegiate sports from which to choose. The teams compete in Region III of the National Junior College Athletics Association (NJCAA) and are members of the Mountain Valley Athletic Conference.

### Intercollegiate Sports Offered:

- Men's and Women's Basketball
- Men's and Women's Cross Country
- Esports

### Recreation Opportunities:

- Tennis Courts
- Racquetball Courts
- Weight Room
- Indoor Track
- Cardio Equipment
- Open Gym

### Past Accomplishments:

- 2010-11 NJCAA Women's Soccer National Champions
- 2013-14 NJCAA Regional Men's Basketball Finalist
- 11 Northern Independence Conference Championships
- Regional Sportsmanship Recognition every year since inception of award
- Numerous NJCAA Academic and Regional All-Americans and Clinton Scholar Athletes

For information on participating in Intercollegiate Athletics, please contact Kevin Daugherty, Director of Athletics at (518) 562-4234.

### William H. Forrence, Health, Physical Education and Recreation Building:

- Classrooms
- Dance Studio
- Faculty and Coaches Offices
- Director of Athletics Office
- Basketball Court
- Indoor Track

- 2 Racquetball Courts
- Weight Room
- Cardio Equipment
- Locker Rooms
- Tennis Courts

## Academic Advising and Student Support

The Academic Advising and Student Support office helps students with their academic and personal success. The Academic Advising and Student Support office is staffed by Professional Counselors/Advisors who offer academic advisement, personal support, and student programming to address the needs of students from diverse populations. The Academic Advising and Student Support Office provides academic advisement and registration for students re-entering the college, new transfer students, and new and current part time students. The professional staff can also assist with selecting or changing degree programs, assign faculty advisors, and provide guidance to students about the transfer process to another institution.

Students may also receive free, confidential counseling and referrals for community and campus mental health and other services as needed.

For more information, contact the Academic Advising and Student Support Office by calling (518) 562-4128.

## Career Services

For more information, contact the Student Affairs Office by calling (518) 562-4121.

## Academic Advisement

All students are assigned a faculty or staff advisor during their first semester at Clinton Community College. The academic advisor assists the student to clarify educational objectives, plan a program of study and assist the student with registration for classes. The assignment of an advisor is determined by the student's program of study and the advisor's area of expertise.

# New Student Orientation

All new students take part in a mandatory orientation program designed to prepare students for making a successful transition to Clinton Community College. Orientation is coordinated by the Academic Advising and Student Support Office. Students are assigned to an Orientation date and are expected to attend.

In addition, an online EOrientation for New Students is also available.

## Health Services

The Clinton Health Office is staffed by a part-time registered nurse and the following services are offered:

- First aid and emergency services
- Health promotion and maintenance
- Referral to local agencies and physicians
- Blood pressure screening
- Rest area
- Information on student health related topics
- Health and wellness education

## Ombudsman

The President of the College has appointed the Dean of Student Affairs as Ombudsman/Student Advocate. The Ombudsman's role is to assist students having problems with college and to intervene where appropriate. Students that have concerns or complaints with any aspect of college are encouraged to contact the Dean of Student Affairs at (518) 562-4121.

## Registrar's Office

The Registrar's Office is located on the first floor of the Moore Academic and Administrative Building. The Registrar's Office coordinates class registration, processes transcript requests and enrollment verifications, updates student address and name records, reviews graduation application and processes schedule changes.

### Requesting an Official Transcript

Transcript requests must be made online at [clinton.edu/transcript](http://clinton.edu/transcript). Transcripts take 2 to 4 working days to process.

Registrar's Office  
Clinton Community College  
136 Clinton Point Drive  
Plattsburgh, NY 12901  
Phone: (518) 562-4124  
Fax: (518) 562-4118  
Email: [Registration@clinton.edu](mailto:Registration@clinton.edu) Transcript Email: [Transcript@clinton.edu](mailto:Transcript@clinton.edu) Web: [www.clinton.edu/registrar](http://www.clinton.edu/registrar)

## Virtual Book Store

The CCC Bookstore delivers an omni-channel retail experience that ensures easy customer access to the products and services you want, when and where you want them on any device - including smart-phones and tablets. Purchase your textbooks on-line at your convenience. In partnership with Akademos, we can confidently provide access to the largest inventory of course materials and a network of more than 7,000 publishers and providers to offer the greatest selection of affordable options.

These options include a growing rental library that saves students, on average, 50 percent or more compared to purchasing a new textbook. The CCC Virtual Bookstore delivers a risk-free rental experience, allowing students to highlight, take notes and easily convert the rental to a purchase should you decide to keep the text.

Rental offerings are complemented by an extensive selection of digital learning technologies, including a proprietary digital reader. Digital materials enable students to study anytime, anywhere and often feature interactive learning tools, such as video, animation and models.

## Campus Life

The Campus Life Office is committed to making the out-of-class experience at Clinton Community College the best experience for each student. The primary focus is providing an environment that directly supports the educational, social, and personal development and growth of each student.

## Transportation

Public transportation, through the Clinton County Public Transit (CCPT) bus system, makes scheduled stops on campus throughout the day, as well as many other locations around the city of

Plattsburgh and the North Country region. Commuter students who need a bus pass please contact CCPT at (518) 561-1452 or go online.

## Identification Cards

During the first week of classes, there will be an opportunity to obtain a student ID. IDs (and replacements) are obtained from the Admissions Office. IDs are needed to utilize the services of the library and gym. There is a \$5.00 fee to replace damaged cards. Lost, stolen, or misplaced IDs are \$15.00 to replace.

## Campus Clubs

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### Activity/Outing Club

The Activity/Outing Club provides fun, recreational, and educational activities and outings for student members. They promote fitness, wellness, and healthy lifestyle choices across campus and in the greater community.

### Art and Photography Club

The Art Club consists of students who share a fondness of going to museums, Broadway performances and experiencing cultural events by traveling to major cities through the Atlantic and New England regions. Each semester our organization plans a weekend stay-over to places such as New York City, Boston, or Montreal. A listing of the fine arts venues and attractions that the art club has visited include: the Metropolitan Museum of Art, Museum of Modern Art, the Cloisters, Museum of Natural Science, Boston Museum of Fine Arts, New England Aquarium, Notre Dame Cathedral, Biodome, Musee Des Beaux Arts. No artistic ability is required to become a member, only an interest in experiencing the "cultural cornucopia" that is part of our geographic locale.

### Newman Club

The purpose of this club is to promote Christian spiritual formation and fellowship.

### Criminal Justice Club

The Criminal Justice Club is a community-based club open to any Clinton Community College student, though most of the members are

Criminal Justice majors. The club is involved in many campus and off-campus community activities throughout the year.

### Drama Club

The Drama Club presents one full-length production each semester in our 170+ seat theatre in the Stafford Center for the Arts, Science and Technology. The cast and crew are Clinton students, staff, faculty and/ or alumni.

### Equality Alliance

The purpose of the Clinton Community Gay/Straight Alliance will be to educate, support, and raise awareness. With the rise of suicide among teenagers and young adults, cyber-bullying, and increase harassment in high schools and colleges it has become, now more than ever, more important to help guide change into a positive direction.

### Honors Student Association

The Honors Student Association is an extension of the Honors Program. This student-led group is open to all majors and CCC students. We encourage interdisciplinary studies, enrichment activities, student networking, and leadership experiences.

### Human Services Guild (HUSG)

The Human Services Guild (HUSG) is a student lead group promoting the professional development of the Human Services students at Clinton Community College.

### Nursing Club

The Nursing Club is an active group of students who work to promote social, educational, and service projects. All nursing students, as well as other students, may join. Service projects support various community health initiatives. The club also sponsors open lectures focused on current health issues. Organizing the annual Capping and Pinning Ceremony and the Nursing Banquet to honor both graduating senior nursing students and the advancement of the freshmen nursing students is the capstone activity each year.

### Phi Theta Kappa Honor Society

Students who achieve a 3.5 cumulative GPA after completing 12 credits at Clinton (including CAP



credits) are invited to join the Alpha Pi Tau chapter of Phi Theta Kappa. The local college chapter provides opportunities for student leadership and participation in campus and community service projects through the PTK hallmarks of scholarship, leadership, fellowship, and service.

### Psychology in Film and Music Club

This club will allow those interested in both the field of psychology and the visual/auditory arts the opportunity to interact socially and academically. Our major goal is to expose students to a variety of psychology related topics, fields, and events through film and music.

### Sci-Fi Club

Dedicated to the Anime/Fantasy/SciFi enthusiasts. This club offers a forum for those interested in movies of these genres.

### The Student Activities Board (SAB)

The Student Activities Board (SAB) brings in extracurricular programs for student entertainment. SAB is a student-run organization that strives to provide the campus with recreational, social, and entertainment programs. Any student at Clinton is encouraged to join to help actively plan, promote, organize, and facilitate a large number of activities. Past activities have included a mind reader, poets, musicians, game shows, inflatables, and comedians.

### Student Ambassador Program

Student Ambassadors are leaders who are enthusiastic about attending Clinton, comfortable speaking in front of groups and can relate to new students. Student Ambassadors help by leading prospective students and their families on campus tours of the academic buildings. They also share their experiences as a student on Student Panels. Becoming a Student Ambassador will help build your resumé and also earn letters of recommendation for leadership and service to the Admissions Office.

You can become a Student Ambassador by having a minimum GPA of 2.5 and obtaining 2 letters of recommendation from a Clinton Community College staff or faculty member.

### Student Senate

Leaders are people who can influence others in a positive way. Some leaders play formal roles in student clubs or on athletic teams. Other ways of leading include playing an active role in class discussions, standing up for a cause you believe in, or volunteering your time and encouraging your friends to get involved. Our goal at Clinton Community College is to help all students develop their leadership potential by providing opportunities to lead their peers one way or another.

All students are welcome to attend Student Senate meetings and to run for office as a Student Senator. The elected Student Senate is responsible for the development of a student activities program and the disbursement of more than \$150,000 in student activities monies. Activities include academic clubs, special interest clubs, chorus and drama, Honor Society, and intercollegiate athletics. The Student Senate sponsors a wide variety of program activities which are a vital part of the education experience at Clinton Community College.

To join the program, or learn more about the program, you can contact the Admissions Office.

### Veterans Club

This club is open to student veterans, families of veterans, and anyone interested in supporting our military members.

## The Center for Community & Workforce Development

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### Center for Community & Workforce Development

Department Mission: The Center for Community and Workforce Development provides life-long learning and improvement in the quality of life for the diverse community we serve through effective education and training. We respectfully



provide access for all through innovative programs that meet the current and future needs of the North Country region, creating economic and social growth.

Clinton Community College's Center for community and Workforce Development (CCWD) helps address immediate and long-term needs through various workforce training programs for business, industry, and community organizations. CCWD provides flexible noncredit programs for employees and individuals who seek professional development or new career skills.

Training courses and programs are designed to provide opportunities to advance your career, CCWD has a range of flexible noncredit programs to help you achieve your goals. These programs are designed to minimize downtime while maximizing learning opportunities and are taught by experienced instructors who blend lectures with hands-on lab work. You can choose from pre-existing training programs or customize one to suit your unique needs. These programs can save you valuable time and money, increase your productivity, and help you make an informed decision about your career path.

## Career Preparation and Development

### Career Skills

Discover a range of educational opportunities with noncredit short-term training programs, ideal for advancing careers or exploring new prospects. These programs come with comprehensive training tailored to meet unique professional requirements and are delivered with a flexible schedule to ensure a healthy work-life balance.

- Computer Applications
- Business Finance
- Communication
- Marketing
- Leadership for Women
- Work-Life Balance
- Entrepreneurship
- HR Management
- Small Business Management
- Work from Home Careers

## Programs or Certificates

These short-term programs and certificates offer a fast and effective way to prepare for the next step in your career.

- Leadership & Management
- HR Management
- CyberSecurity & IT
- Computer Technician
- Healthcare IT
- Cannabis: Manufacturing, Cultivation, and Retail
- Computer Skills for the Office

## Health Career Programs

### Emergency Medical Services

Enroll in our Emergency Medical Services training, available in noncredit and credit programs, and qualify to obtain NYS Certification. These programs are designed for individuals interested in emergency preparedness, response, and recovery. The goal is to create a well-prepared EMS workforce. Individuals will be equipped to join the New York State Emergency Response and Recovery organization upon successful completion.

The following courses are offered:

- Basic Emergency Medical Technician (EMT-B) [6 college credits]
- Advanced Emergency Medical Technician (AEMT) [8 college credits]
- Certified First Responder (CFR)
- Refresher courses for all levels

### Health Care Skills

Join the rapidly growing industry of healthcare by enrolling in CCWD's partnership program with Career Step, a leader in online healthcare education. Explore various healthcare opportunities with self-paced online career training programs. Gain the skills to secure a job in areas such as:

- Dental Assistant
- Medical Assistant EKG Technician
- Medical Coding and Billing for Outpatient
- Medical Billing Medical Office Manager
- Pharmacy Technician
- Medical Scribe

## Cannabis Career

The Cannabis industry is growing at an unprecedented rate and the demand for skilled professionals is higher than ever. As the industry continues to expand, new opportunities are emerging in fields such as cultivation, retail, extraction, product development, and more.

### Cannabis Retail Specialist

- Medical uses of cannabis
- Therapeutic uses of THC and CBD
- Titration and dosing

### Cannabis Extraction and Product Development Specialist

- State and local compliance considerations
- Cannabis oil & extracts
- Extraction operations

### Cannabis Cultivation Specialist

- Product safety
- Harvesting, trimming, processing, curing and storage
- Best practice security procedures

## Business Skills

The versatile educational programs provide freedom to engage in learning with convenience. These affordable courses are designed for individuals with busy schedules and are self-paced, 100% online, and available 24/7. These high-quality courses are perfect for new managers, new hires, or professionals seeking cross-functional skills.

- Front-line Manager
- Entrepreneurship
- Business Math
- Leadership
- Computer Applications
- Marketing
- Change Management
- Six Sigma & Lean
- HR Management
- Data Analytics
- Banking
- Finance
- Career Building
- LEED Green Building
- Cybersecurity & CISSP
- Nonprofit Management

## Work from Home Careers

Can you work independently with time management skills? If so, working from home may be a great fit for you.

### Computer Technician

Prepare to take the A+ certification through the Computer Technology Industry Association (CompTIA) [4-months access]

### Medical Coding & Billing

Prepare to take the Certified Professional Coder (CPC) or Certified Outpatient Coder (COC). [1-year access]

### Medical Billing

Certification is not required for employment. Employers look more closely at training and hands-on experience. [6-months access]

### Healthcare IT Professional

Prepare to take the CompTIA: A+ Core-1, A+ Core-2 Certification. [1-year access]

## Institute for Advanced Manufacturing

The Institute for Advanced Manufacturing (IAM) at Clinton Community College is a 30,000-square-foot, state-of-the-art facility that houses Clinton's credit and noncredit technology programs. The facility contains a machine shop, flexible manufacturing space, as well as mechatronics, computer technology, electronics, and welding labs. The IAM also serves as a regional hub for manufacturing education, with flexible teaching/learning space and courses available for manufacturers to advance their workforce.

- Flexible Manufacturing Lab: 3D printers, 3D scanner, laser engraver, printer/cutter
- Mechatronics Lab: AMTEC manufacturing simulator, fluid power trainer, electro-mechanical cell, mechanical systems trainer, electrical systems trainer, instrumentation trainer

- Computer Technology Lab: Routers and switches, industry tools, network test equipment
- Electronics Lab: Digital oscilloscopes, OrCAD software, multimeters, prototyping boards, DC power supplies, function generators, digital trainers, microcontroller development boards
- Welding Lab: VRTEX 360 welding simulator, MIG welding on carbon and stainless steel, FCAW on carbon steel
- Machine Shop: Lathe, CNC router, CNC, and manual mill
- Computer Lab: 30 user stations with Android Studio, Visual Studio, SQL Management Studio, the AutoDesk Suite, Solid Works, MasterCAM
- Conference Room: Conference table with seating for 30, video conferencing capabilities, kitchenette
- Lecture Rooms: Technology-equipped classrooms with seating for up to 50

## Manufacturing and Technology Customized Training Programs

Discover the advantages of implementing customized training programs to meet an organization's unique needs. Cost-effective training can be delivered with various options available based on flexibility in schedules and preferences. Customized training utilizing state-of-the-art technology includes but is not limited to the Me Lab, Electronics Lab, Welding Lab, Computer or computer Technology Lab, and Machine Shop.

## Manufacturing and Technology Programs and Certificates

### Business and Industry Training Programs

Access to educational resources can improve personal and professional achievements. Identifying and developing skills can lead to a substantial increase in the value of an employee.

- Advanced Manufacturing
- Operations Management
- LEED Green Building
- Health & Safety
- Supervisory & Management
- Human Resources
- Six & Sigma & Lean
- Cybersecurity & IT

## Welding Academy

This specialized welding program, created in collaboration with Lincoln Electric, offers a comprehensive curriculum that covers the fundamentals of Metal Inert Gas (MIG) and Flux Core Arc Welding (FCAW). With a combination of classroom and hands-on welding booth training. Acquiring proficiency in welding can enhance employability and expand career opportunities in a growing industry. The following topics will be covered:

- Welding Safety and Symbolization
- Measurements for Fabrication
- Reading shop drawings/blueprints
- MIG Welding on carbon and stainless steel
- FCAW on carbon steel
- Welding inspection and equipment troubleshooting

## College Policies

### Affirmative Action/Equal Employment Opportunity Policy

Clinton Community College, in recognition of its educational mission, its social concern, its responsibility for the personal development of individuals, and its concern for the rights of the individual, does hereby express and establish this college policy of Affirmative Action/Equal Employment Opportunity.

It is the policy of Clinton Community College to provide equal opportunity in employment for all qualified individuals without discrimination because of race, color, creed, religion, sex, age, national or ethnic origin, disability, political affiliation, sexual orientation, arrest record, veteran or marital status, or other basis prohibited by law, except as such conditions may constitute bona fide occupations or assignment

qualifications. Underscoring this policy is Clinton's strong concern for employees' dignity and well-being and a commitment to provide a safe, productive, and professional work environment.

## TITLE IX Compliance

Clinton Community College does not discriminate on the basis of race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, veteran or marital status in its education programs or activities, including employment and admissions. The Interim Director of Human Services is the designated Title IX Coordinator for matters related to the application of Title IX of the 1972 Education Amendment and its respective regulations. The Interim Director of Human Resources contact information is: John Borner, 221 Moore, 136 Clinton Point Drive, Plattsburgh, NY 12901, (518) 562-4121, [john.borner@clinton.edu](mailto:john.borner@clinton.edu).

For matters impacting Athletic Compliance for Title IX, the Dean of Student Affairs is the coordinator. The Dean for Student Affairs contact information is: John Borner, 231 Moore, 136 Clinton Point Drive, Plattsburgh, NY 12901, (518) 562-4121, [john.borner@clinton.edu](mailto:john.borner@clinton.edu). The Office for Civil Rights can be contacted at the following: Office for Civil Rights, U.S. Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005-2500.

## Policy Against Harassment and Discrimination/Bias

*For the most up-to-date policies, visit [Clinton.edu](http://Clinton.edu).*

### SECTION 1: PURPOSE

Clinton Community College believes in the dignity of the individual and recognizes the rights of all people to equal employment and/or educational opportunities free of unlawful discrimination. In this regard, Clinton Community College is committed to a policy of protecting and safeguarding the rights and opportunities of all people to seek, obtain and hold employment and/or educational opportunities without being subject to harassment or unlawful discrimination in the

workplace. As with unlawful discrimination based on sex and sexual harassment, it is Clinton Community College's policy to provide an employment and educational environment free from unlawful discrimination and harassment based on race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status.

### A. Scope of Policy

This Policy applies to all Clinton Community College students, employees and all personnel in a contractual or other business relationship with Clinton Community College including, for example, applicants, temporary or leased employees, independent contractors, vendors, consultants, volunteers and visitors. Depending on the extent of Clinton Community College's exercise of control, this Policy may be applied to the conduct of non-employees with respect to unlawful harassment and/or discrimination of Clinton Community College employees in the workplace. This Policy applies with equal force on College property as it does at College-sponsored events, programs, and activities which take place at off-campus premises.

### B. Policy Objectives

By adopting and publishing this Policy, it is the intention of Clinton Community College Board of Trustees to:

1. notify employees and students about the types of conduct which constitute unlawful discrimination or harassment prohibited by this Policy;
2. inform employees and students about the complaint and resolution procedures established by the College which enable any employee/student who believes (s)he is the victim of unlawful discrimination or harassment to submit a complaint which will be investigated by the College;
3. clearly advise all supervisory staff, administrators, employees, and students that discriminatory treatment based on race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status of employees is strictly prohibited and no such person possesses the authority to harass or discriminate; and
4. notify all employees and students that the College has appointed Compliance Officers who are specifically designated to receive

complaints of discrimination based on race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status, and ensure compliance with this Policy.

*NOTE: The name and office locations of the Compliance Officers designated to receive and investigate complaints for the academic year are listed below at the end of this Policy (Section 10). The names and office locations of each Compliance Officer designated to receive and investigate complaints will be listed in the College's Policy and Procedure Manual, the Student Handbook, on the College's web page at [www.clinton.edu](http://www.clinton.edu), and posted in the following locations: Douglas Library, Academic Advising and Student Support Office, Human Resources Office and the Office of the Dean of Student Affairs.*

## SECTION 2: DEFINITIONS

"Prohibited Discrimination of Employees And/Or Students" Prohibited discrimination of employees and/or students can take the form of any negative treatment of an employee/student, by either a College employee or official, student, or a third party engaged in college-sponsored activities which: (a) negatively impacts an employee's employment opportunities and/or employment benefits, or negatively impacts a student's educational opportunities; and (b) is based upon the employee's/student's race, color, creed, religion, national or ethnic origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status. Prohibited discrimination of employees/students can also take the form of harassment even where there is no tangible impact upon the employee's employment opportunities and/or employment benefits or the student's educational opportunities. The phrase "prohibited unlawful discrimination" as used in this Policy includes all forms of "prohibited unlawful harassment" (defined below).

"Prohibited Unlawful Harassment" Harassment can constitute a form of prohibited unlawful discrimination under this Policy if it is unwelcome and has the purpose or effect of unreasonably interfering with an individual's work/educational performance, or creating an intimidating, hostile or offensive working/educational environment. Such harassment of employees/students is prohibited by this Policy if

it is based upon race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status. In this regard, individuals subject to this Policy should be mindful that conduct or behavior that is acceptable, amusing or inoffensive to some individuals may be viewed as unwelcome, abusive or offensive to others.

"Prohibited Behavior" While it is impossible to list all of the possible forms of unlawful harassment, the following is a list of examples of conduct that may constitute harassment:

- Using slurs or derogatory terms based on race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status.
- Telling derogatory jokes or stories based on race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status.
- Displaying graffiti or other derogatory or insulting writings based on race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status.
- Making degrading comments about a person and/or his or her appearance based on race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status.
- Demeaning or criticizing an individual because of his or her race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status.
- Sabotaging, damaging, or interfering with an individual's work because of that individual's race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status.
- Threatening or intimidating an individual because of his or her race, color, creed, religion, national origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status.

As set forth above, this list is not intended to be all-inclusive. Furthermore, while a single incident of these types of behavior may not create a hostile working/educational environment, if such behavior is severe, persistent or pervasive, or if

submission to such conduct is made either explicitly or implicitly a term or condition of employment or receipt of employment benefits or educational outcome, such conduct constitutes prohibited discrimination and/or harassment.

This policy is not intended to restrict freedom of expression, freedom of speech, academic freedom, respectful debate, or other legitimate forms of expression, which are the hallmark of institutions of higher learning. Clinton Community College will consider such legitimate and valued forms of expression when applying this policy and formulating remedial measures pursued as a result of discrimination and/or harassment complaints.

## SECTION 3: POLICY

As with discrimination based on sex and sexual harassment, Clinton Community College prohibits discrimination based on race, color, creed, religion, national or ethnic origin, disability, political affiliation, age, sexual orientation, arrest record, and veteran or marital status and will not tolerate any form of unlawful discrimination or harassment. Clinton Community College will take all steps necessary to prevent and stop the occurrence of unlawful discrimination and/or harassment in the workplace and educational setting.

All employees and students, including but not limited to, Clinton Community College officials and supervisory personnel, are responsible for ensuring a work and educational environment free from prohibited discrimination and harassment. All employees and/or students will be held responsible and accountable for avoiding or eliminating inappropriate conduct that may give rise to a claim of sexual harassment or sex discrimination. Employees and students are encouraged to report violations to a Compliance Officer listed in Section 10 of this Policy and on the College's web page at [www.clinton.edu](http://www.clinton.edu), in accordance with the Complaint Procedure set forth in this Policy. Officials and supervisors must take immediate and appropriate corrective action when instances of prohibited discrimination and/or harassment come to their attention to ensure compliance with this Policy.

Each employee and student is assured, pursuant to Section 6 of this Policy, that retaliation against an individual who makes a complaint or report

under this Policy is absolutely prohibited and constitutes, in and of itself, a violation of this Policy.

Any questions regarding the scope or application of this Policy should be directed to a Compliance Officer listed in Section 10 of this Policy and on the College's web page at [www.clinton.edu](http://www.clinton.edu).

## SECTION 4: POLICY ENFORCEMENT

### A. Complaint Procedure for Employees and/or Students

#### 1. Notification Procedure

Prompt reporting of complaints or concerns is encouraged so that timely and constructive action can be taken before relationships become strained. Reporting of all perceived incidents of prohibited discrimination and/or harassment is encouraged, regardless of the offender's identity or position. An individual who feels aggrieved because of harassment or unlawful discrimination has several ways to make his or her concerns known:

- a. An aggrieved person who feels comfortable doing so should directly inform the person[s] engaging in the harassment or unlawful discrimination that such conduct or communication is offensive and must stop. Clinton Community College encourages early and informal resolutions of disputes, misunderstandings, and offensive treatment before such matters adversely impact upon a person's working or learning environment. If the aggrieved person agrees, the College may arrange for a facilitated meeting between the parties with the intent of resolving concerns related to the incident. *NOTE: Confronting the offender is NOT required. All employees and/or students have the right to file a good faith complaint without first communicating with the offender.*
- b. An aggrieved person who does not wish to communicate directly with the individual whose conduct or communication is offensive, or if direct communication with the offending party has not stopped the behavior, shall contact a Compliance Officer listed in Section 10 of this Policy, or a Vice President, or the President.
- c. An aggrieved person alleging harassment or discrimination by anyone with supervisory authority, or alleging failure of supervision to



take immediate action on the individual's complaint, shall contact a Compliance Officer, a Vice President, or the President.

- d. In addition to filing a complaint under this policy, an aggrieved person who is a member of a collective bargaining unit, may or may not be entitled to file a grievance through the collective bargaining grievance procedure depending on the particular terms of the governing collective bargaining agreement. Such filing may not, in all cases, trigger an investigation pursuant to this Policy. Consequently, aggrieved persons are encouraged to simultaneously utilize the Complaint Procedure set forth herein, where appropriate.

## **2. Making a Complaint**

All complaints should be in writing. All employees and/or students are encouraged to use the Clinton Community College "Complaint of Alleged Discrimination" form. Complaint forms can be obtained from the Human Resources Office, the Office of the Dean of Student Affairs, or from a Compliance Officer, with no questions asked. Because an accurate record of the allegedly objectionable behavior is necessary to resolve a complaint of prohibited discrimination, all complaints should be submitted in writing. If an employee and/or student has any questions or difficulty filling out the complaint form, (s)he can obtain assistance from a Compliance Officer, a Vice President, or the President. All complaints should include: the name of the complaining party, the name of the alleged offender(s), date of the incident(s), description of the incident(s), names of witnesses to the incident(s) and the signature of the complaining party.

Once the complaining party has completed and dated a written complaint, the complaint may be submitted, either by hand delivery or mail, to a Compliance Officer listed in Section 10 below, to any Vice President, or to the President who will then advise the Compliance Officer(s).

Complainants are expected to cooperate with the College's investigation procedures by providing all relevant information relating to the complaint, as are other individuals having relevant or related knowledge or information.

### **B. Time for Reporting a Complaint**

Prompt reporting of all complaints is strongly encouraged. All employees and/or students should be aware that appropriate resolution of

discrimination complaints and effective remedial action oftentimes is possible only when complaints are promptly filed. Furthermore, complaining parties should be aware that statutes of limitations may constrain the time period for instituting legal actions outside of this Policy.

### **C. Confidentiality and Privacy**

In recognition of the personal nature of discrimination complaints and the emotional impact of alleged discrimination, the College shall keep complaints as confidential as is consistent with a thorough investigation, applicable collective bargaining agreements, the Student Code of Conduct, and other laws and regulations regarding employees and/or students. For the protection of all individuals who make complaints or are accused of prohibited discrimination, every witness interviewed during an investigation under this Policy will be advised of the confidentiality requirement and instructed not to discuss the complaint, the investigation, or the persons involved. Bargaining unit members may request representation of their bargaining unit during the investigation interview provided that the bargaining unit representative(s) abides by confidentiality provisions prescribed by this policy. To the extent complaints made under this Policy implicate criminal conduct, the College may be required by law to contact and cooperate with the appropriate law enforcement authorities.

### **D. Acknowledgment of Complaints**

Upon receipt of a written complaint, the Compliance Officer(s), Vice President, or President shall endeavor to contact the complainant within 10 business days to confirm that the written complaint has been received. If the complainant does not receive such confirmation promptly, (s)he is encouraged to file a second written complaint or to contact the Compliance Officer(s), Vice President, or President, or his/her designee. The purpose of this acknowledgment procedure is to ensure that all written complaints are received by authorized individuals, carefully processed, and promptly investigated.

## SECTION 5: INVESTIGATION PROCEDURES

### A. Timing of Investigations

The College will promptly investigate all allegations of unlawful discrimination and harassment prohibited by this Policy and shall initiate the investigation within ten (10) business days of the acknowledgement. The College will also attempt to complete investigations under this Policy promptly. The length of the investigation will depend upon the complexity and particular circumstances of each complaint.

### B. Method of Investigation

Investigations will be conducted by the College's Compliance Officer(s), the College's legal counsel, and/or other impartial persons designated by the President, or his/her designee. The primary purposes of all investigations under this Policy will be to determine:

1. Did the conduct complained of occur?;
2. Did the conduct complained of violate this Policy?; and
3. What remedial or preventative steps, if any, are recommended?

Investigations may include: fact-finding interviews, document review, depositions, observations, or other reasonable methods. The College's investigators should pursue reasonable steps to investigate each complaint in a thorough and comprehensive manner. Any notes, memoranda, or other records created by College employees or agents conducting an investigation under this Policy shall be deemed confidential and/or privileged to the extent allowed by law.

### C. Notification to Complaining Party and the Accused Party

The President or his/her designee, shall notify the complainant of the outcome of the investigation with justification for his/her decision. Such notification shall be in writing, include a brief summary of the factual findings and, wherever possible, shall include a summary of any remedial measures that have been or will be taken by the College.

While reasonable efforts will be made to inform the complaining party about the outcome of investigations, the College will nonetheless

consider the privacy rights of all parties involved in disseminating information obtained during and through the investigation.

The President or his/her designee, shall notify within fourteen (14) business days following the completion of the investigation the person accused of violating this Policy whether a violation of this Policy was found and what remedial measures, if any, will be taken by the College or recommended to the Board for action.

Other parties, such as witnesses interviewed during the course of an investigation, will generally not be notified of specific findings or recommendations, to facilitate confidentiality.

### D. Remedial Measures

Clinton Community College's primary goal in responding to complaints of prohibited discrimination under this Policy is prevention. This Policy is intended to prevent all forms of unlawful discrimination and harassment in the College and put an end to any prohibited discrimination that is found to have occurred. While disciplinary action may be appropriate in certain instances, punitive measures are not the exclusive means for responding to prohibited discrimination. During the pendency of any investigation being conducted pursuant to this Policy, remedial measures may be taken if appropriate and necessary.

Any individual who is found to have engaged in prohibited discrimination or conduct which may be prohibited by this Policy, may receive education, training, counseling, warnings, discipline, and/or other measures designed to prevent future violations of this Policy. Disciplinary action may include: warnings, suspension, or discharge from employment or enrollment, in the event of a student. Any third party found to have engaged in discrimination or harassment of an employee and/or student may be barred from College property.

If an individual is a member of any union or otherwise covered by a collective bargaining agreement with the College, such individual may exercise any and all rights prescribed by such agreement to challenge the findings and/or disciplinary action in accordance with any processes prescribed by such agreement(s).

Time limitations set forth above in sections A, B, and C may be extended by mutual agreement of the complainant and respondent with the approval of the President, or his/her designee. Such extensions shall be confirmed in writing.

## SECTION 6

### A. Prohibition Against Retaliation

Retaliation is strictly prohibited by this Policy, the Student Code of Conduct, and by law, against anyone who in good faith reports a suspected violation of this Policy, who assists in making such a complaint, or who cooperates in a harassment or discrimination investigation. Retaliation means taking any adverse action in response to a complaint being made.

Written complaints of retaliation should be brought directly to the Compliance Officer(s), Vice President, or the President, or his/her designee. The written complaint must specify the date(s), time(s), locations(s), witness(s) and description of the incident(s). Such complaints will be promptly investigated. If retaliation is found, the person retaliating will be subject to corrective action up to and including termination from employment, or in the case of a student up to and including suspension and/or dismissal, or in the case of a non-employee, an appropriate remedy up to and including termination of the business relationship, in accordance with legal guidelines, College policy, Student Code of Conduct, and any applicable collective bargaining agreement(s).

### B. Prohibition Against False Complaints and Abuse of the Policy

Because of the damage that can be done to someone falsely accused, any individual who in bad faith knowingly makes a false complaint or report of harassment or discrimination will be subject to disciplinary action up to and including termination from employment, or in the case of a student up to and including suspension and/or dismissal, or in the case of a non-employee, an appropriate remedy up to and including termination of the business relationship, in accordance with legal guidelines, College policy, Student Code of Conduct, and any applicable collective bargaining agreement(s).

## SECTION 7: APPEALS

### A. Process for Employee Complaints

Any complainant or accused party who wishes to appeal the procedures or decision which the College followed in investigating a written complaint filed under this Policy, may do so within ten (10) business days of receipt of the appellant's notification of the investigation outcome. Untimely submissions shall not receive consideration. Such appeal must be made in writing to the Board of Trustees by submission to the President's Office. The appellant shall be entitled to present evidence as to why:

1. the investigation procedures were flawed, and/or
2. the investigation procedures were improper, and/or
3. the investigation procedures were not in compliance with this Policy, and/or
4. the decision is not consistent with the facts, or with all elements of this policy.

Upon receipt of an appeal, the Board of Trustees shall appoint an Appeals Committee comprised of a designee of the President, and a member of the Clinton Board of Trustees to consider and review any such appeal. The Committee's consideration and review of any such appeal shall be conducted confidentially. Following a review of the evidence, as well as the information obtained in the investigation process and conclusions derived therefrom, the Committee shall render their recommendation to the Board of Trustees confidentially in an executive session. The Board's decision shall be final. The appellant shall be notified of the decision in writing within ten (10) business days of the decision being rendered.

Nothing set forth in the Appeals Process above shall be construed to in any way to confer upon either the complainant(s) or the person(s) accused of violating this Policy any right to appeal the College's determination as to appropriate disciplinary and/or corrective action to be taken on meritorious complaints. In this regard, the College at all times retains the right to determine the appropriate disciplinary and/or corrective action to be taken with regard to a meritorious complaint subject to any rights an individual who is a union member or otherwise covered by a collective bargaining agreement has under such agreement.

## B. Process for Student Complaints

Any complainant or accused party who wishes to appeal the procedures or decision which the College followed in investigating a written complaint filed under this policy may do so in writing to the Dean of Student Affairs within three (3) business days as outlined in the Student Handbook.

## SECTION 8: RECORD KEEPING

The College shall maintain a written record of all complaints of unlawful discrimination and/or harassment prohibited by this Policy for a period of at least six years. The College shall also document the steps taken with regard to investigations, as well as conclusions reached and remedial action taken, if any. The College shall also maintain these documents for a period of at least six years.

The College records regarding investigations and findings of alleged discrimination shall be maintained separate and apart from personnel and/or educational records, although counseling letters or other letters of reprimand may be maintained in personnel and/or educational files.

## SECTION 9: QUESTIONS

Any questions by employees and/or students of the College about this Policy or potential discrimination should be brought to the attention of the College's Compliance Officer(s), or Vice President(s), or the President. The names, addresses, and telephone numbers of the College's Compliance Officers for 2018-2019 are listed in Section 10 of this Policy and on the college's web page at [www.clinton.edu](http://www.clinton.edu). The names and office locations of each Compliance Officer designated to receive and investigate complaints will be listed in the College's Policy and Procedure Manual, on the College's web page at [www.clinton.edu](http://www.clinton.edu), and posted in the following locations: Douglas Library, Academic Advising and Student Support Office, Human Resources Office and the Office of the Dean of Student Affairs.

In addition, employees may contact: (a) the Employee Assistance Service (EAS), 22 U.S. Oval, Suite 218, Plattsburgh, NY 12903, (518) 563-8293 on a confidential basis; (b) the New York State Division of Human Rights Agency Building 1, 2nd Floor, Empire State Plaza, Albany, NY 12220; or (c)

the U.S. Equal Employment Opportunity Commission, 6 Fountain Plaza, Suite 350, Buffalo, NY 14202.

In addition, students may contact: (a) the College's Academic Advising and Student Support Office, Room 147M (562-4199); (b) the U.S. Department of Civil Rights, 200 Independence Avenue, S.W., Room 509F HHH Bldg., Washington, D.C. 20201; or (c) the New York State Division of Human Rights Agency Building 1, 2nd Floor, Empire State Plaza, Albany, NY 12220.

## SECTION 10: COMPLIANCE OFFICERS

### **Lindsay Fitzgerald**

*Accommodative Services Office*  
Clinton Community College  
136 Clinton Point Drive  
Plattsburgh, New York 12901  
Telephone: (518) 562-4252

### **OTHER CONTACTS**

### **John Borner**

*Dean of Student Affairs*  
Room 229M  
518-562-4121

*Human Resources Office*  
Room 224M  
518-562-4138

## SECTION 11: EFFECTIVE DATE AND POLICY DISSEMINATION

The effective date of this Policy, as amended shall be July 18, 2007. The President shall ensure that this Policy is adequately disseminated and made available to all employees/students of the College. This Policy shall be distributed at the beginning of each academic year with or as part of the College's Policy and Procedure Manual, Student Handbook, and on the College's web page at [www.clinton.edu](http://www.clinton.edu). In addition, copies of this Policy and Complaint Form shall be maintained in the office of the Human Resources/Affirmative Action Officer, the Office of the Dean of Student Affairs, the Center for Community & Workforce Development, and the Douglas Library. This policy will be reviewed from time to time, as needed.

Upon the effective date of this Policy, the provisions of this Policy shall supersede and

replace all prior College policies and regulations regarding employee and student discrimination and harassment, and related complaint procedures with the exception of the “Clinton Community College Policy Against Sex Discrimination and Sexual Harassment.”

# Policy Against Sex Discrimination and Sexual Harassment

For the most up-to-date policies, visit [Clinton.edu](http://Clinton.edu).

## SECTION 1: PURPOSE

Clinton Community College believes in the dignity of the individual and recognizes the rights of all people to equal employment and/or educational opportunities free of unlawful discrimination. In this regard, Clinton Community College is committed to a policy of protecting and safeguarding the rights and opportunities of all people to seek, obtain and hold employment and/or educational opportunities without being subject to sexual harassment or unlawful discrimination of any kind in the workplace or educational environment. It is Clinton Community College's policy to provide an employment and educational environment free from unwelcome sexual advances, requests for sexual favors, and other gender-based verbal or physical conduct or communications which have the purpose or effect of unreasonably interfering with an individual's work/educational performance or creating an intimidating, hostile or offensive work/educational environment.

### A. Scope of Policy

This Policy applies to all Clinton Community College students, employees and all personnel in a contractual or other business relationship with Clinton Community College including, for example, applicants, temporary or leased employees, independent contractors, vendors, consultants, volunteers and visitors. Depending on the extent of Clinton Community College's exercise of control, this Policy may be applied to the conduct of non-employees with respect to sexual harassment and/or sex discrimination of Clinton Community College employees in the workplace and students in the educational environment. This Policy applies with equal force

on College property as it does at College-sponsored events, programs, and activities, which take place at off-campus premises.

### B. Policy Objectives

By adopting and publishing this Policy, it is the intention of the Clinton Community College Board of Trustees to:

1. Notify employees and students about the types of conduct, which constitute sex discrimination or sexual harassment based on gender or sexual orientation prohibited by this Policy;
2. Inform employees and students about the complaint and resolution procedures established by the College, which enable any employee/student who believes (s) he is the victim of sex discrimination or sexual harassment to submit a complaint, which will be investigated by the College;
3. Clearly advise all supervisory staff, administrators, employees, and students that discriminatory treatment based on sex, sexual orientation, or sexual harassment of individuals is strictly prohibited and no such person possesses the authority to harass or discriminate; and
4. Notify all employees and students that the College has appointed Compliance Officers who are specifically designated to receive complaints of discrimination based on sex or sexual harassment and ensure compliance with this Policy.

*NOTE: The name and office location of the Compliance Officers designated to receive and investigate complaints are listed at the end of this Policy (Section 10). The name(s) and office location(s) of each Compliance Officer designated to receive and investigate complaints will be listed in the College's Policy and Procedure Manual, on the College's web page at [www.clinton.edu](http://www.clinton.edu), and posted in the following locations: Douglas Library, Academic Advising and Student Support Office, Human Resources Office, and the Office of the Dean of Student Affairs.*

## SECTION 2: DEFINITIONS

“Prohibited Unlawful Discrimination of Employees And/Or Students” Prohibited unlawful discrimination of employees and/or students can take the form of any negative treatment of an employee/student, by either a College employee or official, student, or a third

party engaged in school-sponsored activities which: (a) negatively impacts an employee's employment opportunities and/or employment benefits or negatively impacts a student's educational opportunities; and (b) is based upon the employee's/student's sex or sexual orientation. Prohibited discrimination of employees/students can also take the form of harassment even where there is no tangible impact upon the employee's employment opportunities and/or employment benefits or student's educational opportunities. The phrase "prohibited unlawful discrimination" as used in this Policy includes all forms of "prohibited harassment" (defined below).

**"Sexual Harassment"** Sexual harassment is prohibited including, but not limited to, inappropriate forms of behavior described by the Equal Employment Opportunity Commission as follows:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or student's educational outcome;
2. Submission to, or rejection of, such conduct by an individual is used as the basis for employment decisions affecting such individual (e.g., promotion, transfer, demotion, termination) or the learning outcome in the case of a student.
3. Such gender-based conduct has the purpose or effect of unreasonably interfering with an individual's work/educational performance, or of creating an intimidating, hostile or offensive working/educational environment.

This policy is not intended to restrict freedom of expression, freedom of speech, academic freedom, respectful debate, or other legitimate forms of expression, which are the hallmark of institutions of higher learning. Clinton Community College will consider such legitimate and valued forms of expression when applying this policy and formulating remedial measures pursued as a result of discrimination and/or harassment complaints.

Specific forms of behavior that Clinton Community College considers sexual harassment are set forth below. Every conceivable example cannot be delineated herein, and thus the descriptions below should not be interpreted in any way as being all-inclusive.

**Verbal:** Unwelcome verbal language including jokes, comments, teasing or threats related to an employee's/student's sex, sexual activity, sexual orientation and/or body parts whether or not said in that person's presence including, but not limited to: sexual innuendoes; slurs; suggestive, derogatory, or insulting comments or sounds; whistling; jokes of a sexual nature; sexual propositions; threats; comments on a person's appearance that make the person feel uncomfortable because of his or her sex or sexual orientation; continuing to ask someone for dates or to meet after work/class after the person has made it clear that he or she does not want to go; sexually-oriented comments about an employee's/student's anatomy that are unwelcome, unreasonably interfere with an individual's performance, or create an intimidating, hostile or offensive work/educational environment; and unwelcome sexual advances or demands for sexual favors.

**Nonverbal:** Unwelcome written language showing or displaying pornographic or sexually explicit objects or pictures; graphic commentaries; luring or obscene gestures in the workplace/educational setting; staring at a person's body in a sexually suggestive manner; sexually-related gestures or motions; sending sexually graphic material through the College's e-mail system or other electronic communication devices (e.g. voice mail) or using the College's mail or computers to send and/or view such material.

**Physical:** Unwelcome physical conduct, including but not limited to: petting, pinching, grabbing, holding, hugging, kissing, tickling, massaging, displaying private body parts, coerced sexual intercourse, assault, persistent brushing up against a person's body, unnecessary touching and flashing or other unwelcome physical conduct.

While a single incident of these types of behavior may not create a hostile working/educational environment, if such behavior is severe, persistent or pervasive, or if submission to such conduct is made either explicitly or implicitly a term or condition of employment or receipt of employment benefits, or negatively impacts a student's educational opportunities, such conduct constitutes prohibited sexual harassment.



## SECTION 3: POLICY

As with unlawful discrimination involving race, color, creed, religion, national origin, disability, political affiliation, age, arrest record, and veteran or marital status, Clinton Community College prohibits discrimination on the basis of sex or sexual orientation and will not tolerate any form of sexual harassment. Clinton Community College will take all steps necessary to prevent and stop the occurrence of sexual harassment and/or sex discrimination in the workplace and educational setting.

While the overwhelming majority of unlawful sexual harassment is directed at women by men, the law equally protects men from sexual harassment by women, and same-sex sexual harassment.

All employees/students, including but not limited to, Clinton Community College officials and supervisory personnel, are responsible for ensuring an environment free from sexual harassment and sex discrimination. All employees and students will be held responsible and accountable for avoiding or eliminating inappropriate conduct that may give rise to a claim of sexual harassment or sex discrimination. Employees and students are encouraged to report violations to a Compliance Officer (listed in Section 10 of this Policy and on the College's web page at [www.clinton.edu](http://www.clinton.edu)), in accordance with the Complaint Procedure set forth in this Policy. Officials and supervisors must take immediate and appropriate corrective action when instances of sexual harassment and/or sex discrimination come to their attention to assure compliance with this Policy.

Each employee and student is assured pursuant to Section 6 of this Policy, that retaliation against an individual who makes a complaint or report under this Policy is absolutely prohibited and constitutes, in and of itself, a violation of this Policy.

Any questions regarding the scope or application of this Policy should be directed to a Compliance Officer, listed in Section 10 of this Policy and on the College's web page at [www.clinton.edu](http://www.clinton.edu).

## SECTION 4: POLICY ENFORCEMENT

### A. Complaint Procedure for Employees and/or Students

#### 1. Notification Procedure

Prompt reporting of complaints or concerns is encouraged so that timely and constructive action can be taken before relationships become strained. Reporting of all perceived incidents of sexual harassment and/or sex discrimination is encouraged, regardless of the offender's identity or position. An individual who feels aggrieved because of sexual harassment or sex discrimination has several ways to make his or her concerns known:

- a. An aggrieved person who feels comfortable doing so should directly inform the person[s] engaging in the harassment or discrimination that such conduct or communication is offensive and must stop. Clinton Community College encourages early and informal resolutions of disputes, misunderstandings, and offensive treatment before such matters adversely impact upon a person's working or learning environment. If the aggrieved person agrees, the College may arrange for a facilitated meeting between the parties with the intent of resolving concerns related to the incident. NOTE: Confronting the offender is NOT required. All employees and/or students have the right to file a good faith complaint without first communicating with the offender.
- b. An aggrieved person who does not wish to communicate directly with the individual whose conduct or communication is offensive, or if direct communication with the offending party has not stopped the behavior, shall contact a Compliance Officer listed in Section 10 of this Policy, or a Vice President, or the President.
- c. An aggrieved person alleging sexual harassment or discrimination by anyone with supervisory authority, or alleging failure of supervision to take immediate action on the individual's complaint, shall contact a Compliance Officer, a Vice President, or the President.
- d. In addition to filing a complaint under this policy, an aggrieved person who is a member of a collective bargaining unit may or may not also be entitled to file a grievance through the collective bargaining grievance procedure depending on the

particular terms of the governing collective bargaining agreement. Such filing may not, in all cases, trigger an investigation pursuant to this Policy. Consequently, aggrieved persons are encouraged to simultaneously utilize the Complaint Procedure set forth herein, where appropriate.

## **2. Making a Complaint**

All complaints should be in writing. All employees and/or students are encouraged to use the College's "Complaint of Alleged Discrimination" form. Complaint forms can be obtained from the Human Resources/Affirmative Action Office or the Office of the Dean of Student Affairs, with no questions asked. Because an accurate record of the allegedly objectionable behavior is necessary to resolve a complaint of prohibited discrimination, all complaints should be submitted in writing. If an employee and/or student has any questions or difficulty filling out the complaint form, (s) he can obtain assistance from a Compliance Officer, or a Vice President, or the President. All complaints should include: the name of the complaining party, the name of the alleged offender(s), date of the incident(s), description of the incident(s), names of witnesses to the incident(s) and the signature of the complaining party.

Once the complaining party has completed and dated a written complaint the complaint may be submitted, either by hand delivery or mail, to a Compliance Officer listed in Section 10 below, to any Vice President, or to the President who will then advise the Compliance Officer(s).

Complainants are expected to cooperate with the College's investigation procedures by providing all relevant information relating to the complaint, as are other employees and/or students having relevant or related knowledge or information.

## **B. Time for Reporting a Complaint**

Prompt reporting of all complaints is strongly encouraged. All employees and/or students should be aware that appropriate resolution of unlawful discrimination complaints and effective remedial action oftentimes is possible only when complaints are promptly filed. Furthermore, complaining parties should be aware that statutes of limitations may constrain the time period for instituting legal actions outside of this Policy.

## **C. Confidentiality and Privacy**

In recognition of the personal nature of unlawful discrimination complaints and the emotional impact of alleged discrimination, the College shall keep complaints as confidential as is consistent with a thorough investigation, applicable collective bargaining agreements, the Student Code of Conduct, and other laws and regulations regarding employees and/or students. For the protection of all individuals who make complaints or are accused of prohibited discrimination, every witness interviewed during an investigation under this Policy will be advised of the confidentiality requirement and instructed not to discuss the complaint, the investigation, or the persons involved. Bargaining unit members may request representation of their bargaining unit during the investigation interview provided that bargaining unit representative(s) abide by the confidentiality provisions prescribed by this policy. To the extent complaints made under this Policy implicate criminal conduct, the College may be required by law to contact and cooperate with the appropriate law enforcement authorities.

## **D. Acknowledgment of Complaints**

Upon receipt of a written complaint, the Compliance Officer(s), Vice President, or President shall endeavor to contact the complainant within 10 business days to confirm that the written complaint has been received. If the complainant does not receive such confirmation promptly, he/she is encouraged to file a second written complaint or contact a Compliance Officer, Vice President, or President, or his/her designee. The purpose of this acknowledgment procedure is to ensure that all written complaints are received by authorized individuals, carefully processed and promptly investigated.

# **SECTION 5: INVESTIGATION PROCEDURES**

## **A. Timing of Investigations**

The College will promptly investigate all allegations of sex discrimination and sexual harassment and shall initiate the investigation within ten (10) business days of the acknowledgement. The College will also attempt to complete investigations under this Policy promptly. The length of the investigation will depend upon the complexity and particular circumstances of each complaint.

## B. Method of Investigation

Investigations will be conducted by the College's Compliance Officer(s), the College's legal counsel, and/or other impartial persons designated by the President, or his/her designee. The primary purposes of all investigations under this Policy will be to determine:

1. Did the conduct complained of occur?;
2. Did the conduct complained of violate this Policy?; and
3. What remedial or preventative steps, if any, are recommended? Investigations may include: fact-finding interviews, document review, depositions, observations, or other reasonable methods. The College's investigators should pursue reasonable steps to investigate each complaint in a thorough and comprehensive manner. Any notes, memoranda, or other records created by the College employees or agents conducting an investigation under this Policy shall be deemed confidential and/or privileged to the extent allowed by law.

## C. Notification to Complaining Party and the Accused Party

The President, or his/her designee, shall notify the complainant of the outcome of the investigation with justification for his/her decision. Such notification shall be in writing, include a brief summary of the factual findings and, wherever possible, shall include a summary of any remedial measures that have been or will be taken by the College.

While reasonable efforts will be made to inform the complaining party about the outcome of investigations, the College will nonetheless consider the privacy rights of all parties involved in disseminating information obtained during and through the investigation.

The President, or his/her designee, shall notify within fourteen (14) business days following the completion of the investigation the person accused of violating this Policy whether a violation of this Policy was found and what remedial measures, if any, will be taken by the College or recommended to the Board for action.

Other parties, such as witnesses interviewed during the course of an investigation, will

generally not be notified of specific findings or recommendations, to facilitate confidentiality.

## D. Remedial Measures

Clinton Community College's primary goal in responding to complaints of prohibited unlawful discrimination under this Policy is prevention. This Policy is intended to prevent all forms of sex discrimination and sexual harassment in the College and put an end to any prohibited discrimination that is found to have occurred. While disciplinary action may be appropriate in certain instances, punitive measures are not the exclusive means for responding to prohibited discrimination. During the pendency of any investigation being conducted pursuant to this Policy, remedial measures may be taken if appropriate and necessary.

Any individual who is found to have engaged in prohibited discrimination or conduct which may be prohibited by this Policy, may receive education, training, counseling, warnings, discipline, and/or other measures designed to prevent future violations of this Policy. Disciplinary action may include: warnings, suspension, or discharge from employment or enrollment, in the event of a student. Any third party found to have engaged in sexual discrimination of an employee and/or student may be barred from College property.

If an individual is a member of any union or otherwise covered by a collective bargaining agreement with the College, such individual may exercise any and all rights prescribed by such agreement to challenge the findings and/or disciplinary action in accordance with any processes prescribed by such agreement(s).

Time limitations set forth above in sections A, B, and C may be extended by mutual agreement of the complainant and respondent with the approval of the President, or his/her designee. Such extensions shall be confirmed in writing.

## SECTION 6

### A. Prohibition Against Retaliation

Retaliation is strictly prohibited by this Policy, the Student Code of Conduct, and by law, against anyone who in good faith reports a suspected violation of this Policy, who assists in making such a complaint, or who cooperates in a harassment or unlawful discrimination

investigation. Retaliation means taking any adverse action in response to a complaint being made.

Written complaints of retaliation should be brought directly to a Compliance Officer, Vice President(s), or the President, or his/her designee. The written complaint must specify the date(s), time(s), location(s), witness(es), and a description of the incident(s). Such complaints will be promptly investigated. If retaliation is found, the person retaliating will be subject to corrective action up to and including termination from employment, or in the case of a student, up to and including suspension and/or dismissal, or in the case of a non-employee, an appropriate remedy up to and including termination of the business relationship, in accordance with legal guidelines, College policy, Student Code of Conduct, and any applicable collective bargaining agreement(s).

## B. Prohibition Against False Complaints and Abuse of the Policy

Because of the damage that can be done to someone falsely accused, any individual who in bad faith knowingly makes a false complaint or report of sexual harassment or sex discrimination will be subject to disciplinary action up to and including termination from employment, or in the case of a student up to and including suspension and/or dismissal, or in the case of a non-employee, an appropriate remedy up to and including termination of the business relationship in accordance with legal guidelines, College policy, and any applicable collective bargaining agreement(s).

## SECTION 7: APPEALS

### A. Process for Employee Complaints:

Any complainant or accused party who wishes to appeal the procedures or decision which the College followed in investigating a written complaint filed under this Policy, may do so within ten (10) business days of receipt of the appellant's notification of the investigation outcome. Untimely submissions shall not receive consideration. Such appeal must be made in writing to the Board of Trustees by submission to the President's Office. The appellant shall be entitled to present evidence as to why:

1. the investigation procedures were flawed, and/or

2. the investigation procedures were improper, or
3. the investigation procedures were not in compliance with this Policy,
4. the decision is not consistent with the facts, or with all elements of this policy.

Upon receipt of an appeal, the Board of Trustees shall appoint an Appeals Committee comprised of a designee of the President, and a member of the Clinton Board of Trustees to consider and review any such appeal. The Committee's consideration and review of any such appeal shall be conducted confidentially. Following a review of the evidence, as well as the information obtained in the investigation process and conclusions derived therefrom, the Committee shall render their recommendation to the Board of Trustees confidentially in an executive session. The Board's decision shall be final. The appellant shall be notified of the decision in writing within ten (10) business days of the decision being rendered.

Nothing set forth in the Appeals Process above shall be construed to in any way confer upon either the complainant(s) or the person(s) accused of violating this Policy any right to appeal the College's determination as to appropriate disciplinary and/or corrective action to be taken on meritorious complaints. In this regard, the College at all times retains the right to determine the appropriate disciplinary and/or corrective action to be taken with regard to a meritorious complaint subject to any rights an individual who is a union member or otherwise covered by a collective bargaining agreement has under such agreement.

### B. Process for Students Complaints:

Any complainant or accused party who wishes to appeal the procedures or decision which the College followed in investigating a written complaint filed under this Policy, may do so in writing to the Dean of Student Affairs within three (3) business days as outlined in the Student Handbook.

## SECTION 8: RECORD KEEPING

The College shall maintain a written record of all complaints of sex discrimination and/or sexual harassment for a period of at least six years. The College shall also document the steps taken with regard to investigations, as well as conclusions

reached and remedial action taken, if any. The College shall also maintain these documents for at least six years.

The College records regarding investigations and findings of alleged discrimination shall be maintained separate and apart from personnel and/or educational records, although counseling letters and/or other letters of reprimand may be maintained in personnel files and/or educational files.

## SECTION 9: QUESTIONS

Any questions by employees and/or students of the College about this Policy or potential discrimination should be brought to the attention of the College's Compliance Officer(s), or the President. The names, addresses, and telephone numbers of the College's Compliance Officers are listed in Section 10 of this Policy and on the College's web page at [www.clinton.edu](http://www.clinton.edu). The name(s) and office location(s) of each Compliance Officer designated to receive and investigate complaints will be listed in the College's Policy and Procedure Manual, the Student Handbook, on the College's web page at [www.clinton.edu](http://www.clinton.edu), and posted in the following locations: Douglas Library, Switchboard/Reception area, Academic Advising and Student Support Office, Human Resources Office and the Office of the Dean of Student Affairs

In addition, employees may contact: (a) the Employee Assistance Service (EAS), 22 U.S. Oval, Suite 218, Plattsburgh, NY 12903, (518) 563-8293 on a confidential basis; (b) the New York State Division of Human Rights Agency Building 1, 2nd Floor, Empire State Plaza, Albany, NY 12220; or (c) the U.S. Equal Employment Opportunity Commission, 6 Fountain Plaza, Suite 350, Buffalo, NY 14202.

In addition, students may contact: (a) the College's Academic Advising and Student Support Office and Advisement Office, Room 147M (562-4199); (b) the U.S. Department of Civil Rights, 200 Independence Avenue, S.W., Room 509F HHH Bldg., Washington, D.C. 20201; or (c) the New York State Division of Human Rights Agency Building 1, 2nd Floor, Empire State Plaza, Albany, NY 12220.

## SECTION 10: CONTACTS

### **John Borner**

*Dean of Student Affairs*

Room 229M

518-562-4121

*Human Resources Office*

Room 224M

518-562-4138

## SECTION 11: EFFECTIVE DATE AND POLICY DISSEMINATION

The effective date of this Policy, as amended, shall be July 18, 2007. The President shall ensure that this Policy is adequately disseminated and made available to all employees/students of the College. This Policy shall be distributed at the beginning of each academic year with or as part of the College's Policy and Procedure Manual, Student Handbook, and on the College's web page at [www.clinton.edu](http://www.clinton.edu). In addition, copies of this Policy and Complaint Form shall be maintained in the office of the Human Resources/Affirmative Action Officer, the Office of the Dean of Student Affairs, the Center for Community & Workforce Development, and the Douglas Library. This policy will be reviewed from time to time, as needed.

Upon the effective date of this Policy, the provisions of this Policy shall supersede and replace all prior College policies and regulations regarding employee and/or student sex discrimination, sexual harassment, and related complaint procedures with the exception of the "Clinton Community College Policy Against Harassment and Discrimination."

## Code of Student Conduct

*For the most up-to-date Code of Student Conduct, visit [Clinton.edu](http://Clinton.edu).*

## Student Responsibility at Clinton Community College

Being a responsible citizen in our college community is an important part of your education on our campus. Existing and thriving in this community requires you to possess and display responsibility, integrity and decency, and to depend on these qualities in other people. As student members of this community, we call

upon you to help us support the wide array of personal, academic, and career goals you share by adhering to the Code of Student Conduct that follows. Doing so will enable this community to support you in a positive, progressive, and inclusive manner as you pursue your goals.

## Interpretation of Regulations

The purpose of publishing disciplinary regulations is to give students general notice of prohibited behavior. This Code is not written with the specificity of a criminal statute.

## Procedural Protections

Students accused of disciplinary violations are entitled to the following procedural protections:

1. To be informed of the charge and alleged misconduct upon which the charge is based within a reasonable time frame.
2. To request that the Dean of Student Affairs, or his/her designee, resolve the case at an informal disciplinary conference.
3. To be allowed reasonable time to prepare a defense.
4. To be informed of the evidence upon which a charge is based and accorded an opportunity to offer a relevant response.
5. To call and confront relevant witnesses.
6. To be assured of confidentiality, in accordance with the terms of the federal Family Educational Rights and Privacy Act (FERPA).
7. To request that any person conducting a disciplinary conference or serving as a disciplinary board member or hearing officer be disqualified on the ground of personal bias.
8. To be considered innocent of the charges until proven responsible by a preponderance of the evidence.
9. To be advised by a person of their choice as outlined in this code.
10. Note: decisions are made based on the preponderance of evidence in each case as reviewed by the appropriate disciplinary board.

## Authority for Student Discipline

Ultimate authority for student discipline is vested in the President of the College. Disciplinary authority may be delegated to College administrators, faculty members, committees, and organizations, as set forth in this Code, or in

other appropriate policies, rules, or regulations adopted by the President or the Board of Trustees.

## Student Participation

Students are asked to assume positions of significant responsibility in the College disciplinary system in order that they might contribute their skills and insights to the resolution of disciplinary cases.

## Definitions

1. Unless otherwise stated, the following definitions will apply: "College" means Clinton Community College including all functions of the Faculty Student Association.
2. "Faculty Student Association" (FSA) refers to the corporation that is responsible for administering the following auxiliary services of the College:
  - a. Bookstore
  - b. Dining Facilities
3. "Student" refers to anyone registered to take one or more semester hours at the College or at any college off-campus location.
4. "Code" refers to the College Code of Student Conduct.
5. "Board" refers to the Board of Trustees of the College.
6. "President" refers to President of the College or his/her designee.
7. "Member of the College community" includes any person who is a student, faculty member, College official or any other person employed by the College or the Faculty Student Association (FSA).
8. "College premises" includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College, and/or the Faculty Student Association.
9. "Policy" is defined as the written regulations of the College as found in, but not limited to:
  - a. Code of Student Conduct
  - b. Student Handbook
  - c. College Catalog
10. "Functions" of the College are those activities or events that are initiated, supported, recognized or promoted by the College. Such activities include, but are not limited to:
  - a. Teaching
  - b. Research
  - c. Administration
  - d. Student Activities



11. "Weapon" is defined in accordance with state law and includes any object or substance designed to inflict a wound or cause injury.
12. "Accused Student" is defined as any student accused of violating this code.
13. "Complainant" is defined as any person who submits a statement alleging that a student violated this code.
14. "Force" is defined as the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent.
15. "Retaliation" is defined as any action by any person that is perceived as intimidating, hostile, harassing, retributive, or violent that occurred as a result of the making and follow-up of a report of a violation of this code of conduct.
16. "Consent" must be clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable, clear permission regarding willingness to engage in (and the conditions of) sexual activity.
  - a. Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
  - b. Previous relationships or prior consent cannot imply consent to future sexual acts.
  - c. Lack of consent may also exist when the victim is unable to give consent, either because of the victim's use of drugs, alcohol, or other substances, or because of a mental disorder or developmental or physical disability.

## Inherent Authority

The College reserves the right to take necessary and appropriate action to protect the safety and well being of the campus community. Such action may include pursuing disciplinary action for any violation of state or federal law — on or off-campus — that affects the College's educational interests.

## Disciplinary Action While Criminal Charges are Pending

Students may be accountable both to civil authorities and to the College for acts that constitute violations of the law and of this Code. Disciplinary action at the College will normally proceed during the pendency of criminal proceedings, and will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed or reduced.

## Interim Suspension

The Dean of Student Affairs, or his/her designee, may suspend a student from the College immediately for an interim period pending disciplinary or criminal proceedings, or medical evaluation.

The interim suspension will become immediately effective without prior notice whenever there is evidence that the continued presence of the student at the College poses a substantial and immediate threat to others, or to the stability and continuance of normal College functions.

During an interim suspension, the student shall be denied access to the campus (including classes), and shall be denied access to any electronic services of the college, including distance learning, e-mail, and/or all other college activities or privileges in which the student may otherwise be able to participate.

A student suspended on an interim basis will be given a prompt opportunity to appear personally before the Dean of Student Affairs, or his/her designee, in order to discuss the following issues only:

1. The reliability of the information concerning the student's conduct, including the matter of his or her identity.
2. Whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on College premises poses a substantial and immediate threat to others or to the stability and continuance of normal College functions.

## Standards of Classroom Behavior

The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or

unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. A disciplinary conference or disciplinary hearing must precede longer suspensions from a class, or dismissal on disciplinary grounds.

Faculty members are encouraged to specify in their syllabi any types of behavior not listed in this Code that they consider disruptive, or that would otherwise compromise the quality of their classroom environment.

For more information, please contact the office of the Vice President for Academic Affairs.

## Prohibited Conduct

Conduct in violation of this Code for which disciplinary sanction will be imposed include:

1. Dishonesty — Acts of dishonesty include but are not limited to:
  - a. Violation of the College Policy on Academic Honesty
  - b. Furnishing false information to any College official, faculty member or office, forgery, alteration, or misuse of any College document, record, or instrument of identification
  - c. Tampering with the election of any College recognized student organization
2. Safety and Security — Any violent behavior is prohibited This includes, but is not limited to:
  - a. Physical abuse
  - b. Verbal abuse
  - c. Intimidation
  - d. Harassment
  - e. Coercion
  - f. Behavior that is considered stalking
  - g. Dating violence and domestic violence
  - h. Any conduct which threatens or endangers the health or safety of any person
3. Disruption or obstruction of College functions.
4. Attempted or actual theft of, or defacement/damage (vandalism) to property of the College or property of a member of the College community or other personal or public property.
5. Hazing — an act, which endangers the mental or physical health or safety of a student for the purpose of initiation, admission into, affiliation with, or as a condition for membership in a group or organization. The scope of hazing is not limited to groups or organizations recognized by the College.
6. Failure to comply with directions of College officials, security officers, or law enforcement officers who have identified themselves and who are acting in performance of their duties, and/or failure to identify oneself to these persons when requested to do so.
7. Unauthorized possession, duplication or use of keys to any College premises or unauthorized entry to or use of College premises or Faculty Student Association premises.
8. Use, possession or distribution of narcotics, other controlled substances, or drug paraphernalia except as expressly permitted by law, or public impairment resulting from the unlawful use thereof on College, or FSA property or at College/FSA sponsored/supervised functions off campus. Any student who becomes impaired after using controlled substances or who becomes physically violent, aggressive or uncooperative with College, FSA, or security staff is in violation of this section of the Code of Conduct.
9. Use, possession or distribution of alcoholic beverages on College or FSA premises. Public intoxication, whether on College or FSA property, use/possession/distribution of alcohol and/or public intoxication while at a college sponsored/supervised function off-campus is also prohibited.
10. Unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on College/FSA premises.
11. Obstructions of the free flow of pedestrian or vehicular traffic on College premises or at College/FSA sponsored/supervised functions.
12. Conduct which is disorderly, lewd, or indecent (including inappropriate language in public areas), breach of peace; or aiding, abetting, or procuring another person to breach the peace on College/FSA premises or at functions sponsored by, or participated in, by the College.
13. Sexual misconduct — Acts of sexual misconduct include but are not limited to:
  - a. Non-consensual sexual intercourse (or attempts to commit same) which is defined as any sexual intercourse, however slight, with any object, by a man or woman upon a man or woman, that is without consent and/or by force. Intercourse includes: vaginal

penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

- b. Non-consensual sexual contact (or attempts to commit same) which is defined as any intentional sexual touching, however slight, with any object, by a man or a woman upon a man or a woman that is without consent and/or by force.
- c. Sexual exploitation which is defined as occurring when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:
  - Invasion of privacy
  - Prostituting another student
  - Non-consensual video or audio taping of sexual activity
  - Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex)
  - Engaging in voyeurism
  - Knowingly transmitting an STI or HIV to another student
  - Exposing one's genitals in non-consensual circumstances
  - Inducing another to expose their genitals
  - Sexually-based stalking and/or bullying may also be forms of sexual exploitation
- d. Sexual Harassment is defined as unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the college's education program and/or activities, and is based on power differentials (*quid pro quo*), the creation of a hostile environment, or retaliation.
- e. Sexual Violence is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, including,

but not limited to rape, sexual battery, and sexual coercion

\*Further information and definitions relating to sexual misconduct can be found in the College Catalog, the Student Handbook, and on the College website at [www.clinton.edu](http://www.clinton.edu).

14. Theft or other abuse of computer resources (College and FSA), including but not limited to:
  - a. In accordance with the Digital Millennium Copyright Act (DMCA), College policy also forbids the copying, distribution, downloading, and uploading of copyrighted materials on any personal or College computer system. These materials include, but are not limited to, text (including e-mails and web information), graphics, art, photographs, music, film, and software.
  - b. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
  - c. Unauthorized transfer of a file.
  - d. Unauthorized use of another individual's user identification or password or PIN.
  - e. Unauthorized use of data intended for another individual.
  - f. Unauthorized use of computing/data processing equipment.
  - g. Use of computing resources to interfere with the work of another student, faculty member or College official.
  - h. Use of computing resources to send obscene or abusive materials.
  - i. Use of computing resources to interfere with normal operation of the College computing system.
  - j. Use of computers for personal purposes unrelated to educational program or campus activities.
15. Abuse of the College disciplinary system, including but not limited to:
  - a. Failure to obey the summons of a disciplinary body, i.e., the Dean of Student Affairs, and the Campus Disciplinary Boards.
  - b. Falsification of any incident report to any college, FSA, or security official or any disciplinary body is prohibited.
  - c. Disruption or interference with the orderly conduct of a disciplinary proceeding.
  - d. Attempting to discourage an individual's proper participation in, or use of, the disciplinary system.

- e. Attempting to influence the impartiality of a member of a disciplinary body prior to, and/or during the course of, the disciplinary proceeding.
  - f. Harassment (verbal, non-verbal or physical) and/or intimidation of a member of a disciplinary body prior to, during, and/or after disciplinary proceedings.
  - g. Failure to comply with the sanction(s) imposed under the Student Code by a Disciplinary Board.
  - h. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.
  - i. Retaliation in any form.
16. Violators of the Digital Millennium Copyright Act who have illegally shared copyrighted files are subject to civil penalties of between \$750 and \$150,000 per song. As of 2008, past pre-litigation settlements offered by copyright owners such as the Recording Industry Association of America (RIAA) have ranged from \$3,000 to \$4,000 and up. Additionally, a court may, at its discretion, grant the copyright owner reasonable attorney fees. Although prosecution of students for this type of file sharing is extremely rare, 17 USC § 506 lays out criminal penalties for intentional copyright infringement which can include fines and jail time.
  17. Violation of published College policies, rules or regulations, filed in the office of the Dean of Student Affairs. Such regulations or policies may include the College Policy Against Harassment and Discrimination, Policy Against Sex Discrimination and Sexual Harassment, computer use policy, as well as those regulations relating to hazing, entry and use of College facilities, use of amplifying equipment, campus demonstrations, parking rules and regulations, and regulations governing student organizations.
  18. Violation of federal, state or local law on College/FSA premises or at College/FSA sponsored or supervised activities.
  19. Smoking is permitted in designated smoking areas only.

## Sanctions

The Lower Disciplinary Board may impose the following sanctions.

1. **Warning** — Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct within a period of time stated in the warning may be cause for additional disciplinary action.
2. **Censure** — Written reprimand for violation of specified regulation, with notice of more severe disciplinary sanction in the event of being found responsible for any further violation(s) of any College regulation within a period stated in the letter of reprimand.
3. **Community Service** — Service to the College or community to compensate for violation of the Code. This may include substance abuse education and/or counseling.
4. **Restitution** — Reimbursement for theft, damage to, or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
5. **Suspension** — Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a defined period of time.
6. **Expulsion** — Termination of student status for an indefinite period. The conditions of re-admission, if any, will be stated in the order of expulsion.
7. **Other Sanctions** — Other sanctions may be imposed instead of, or in addition to, those specified in sections (1) through (9) of this part. Service or research projects may also be assigned.

## Disciplinary Process Standards of Due Process

The purpose of campus disciplinary proceedings is to provide a fair evaluation of an accused student's responsibility for violating College regulations. Formal rules of evidence will not be applied, nor will deviations from prescribed procedures necessarily invalidate a decision, unless significant prejudice to a student respondent or the College may result.

For example, the College reserves the right to adapt these procedures as necessary to accommodate issues and situations unique to online students and online learning.

## Case Referrals

Any person may refer a student or a student group or organization suspected of violating this Code to the Dean of Student Affairs, or his/her designee.

Those referring cases are normally expected to serve as the complainant, and to present relevant evidence in disciplinary hearings or conferences.

## Conference and Disciplinary Board Referrals

The Dean of Student Affairs, or his/her designee, will conduct a preliminary review to determine whether the alleged misconduct might result in expulsion or suspension from the College. Students not subject to suspension or expulsion will be entitled to an informal disciplinary conference with the Dean of Student Affairs, or his/her designee. Students who are subject to suspension or expulsion will be entitled a fact-finding hearing before the Lower Disciplinary Board.

Students referred for a fact-finding hearing by the Dean of Student Affairs or his/her designee, may elect to have their cases resolved in accordance with Disciplinary Conferences sections of this Code. Such an election must be in writing, affirming that the student is aware a disciplinary hearing is being waived and that the full range of sanctions may be imposed, including suspension or expulsion from the College.

The Dean of Student Affairs, or his/her designee, may defer proceedings for alleged minor violations of this Code for a period not to exceed ninety days. Pending charges may be withdrawn thereafter, at the discretion of the Dean of Student Affairs, or his/her designee.

## Disciplinary Conferences

Students may choose to have an administrative hearing with the Dean of Student Affairs and his/her designee in lieu of a fact-finding hearing when the student does not dispute the basic facts, admits responsibility, and waives his/her right to a recorded, fact-finding hearing. Further, the student must agree to waive his/her rights to appeal the outcome and sanctions of the disciplinary conference in writing. Disciplinary conferences are not recorded. The waiver form and outcomes will be kept in the student's file. Student rights include:

- Written notice of the specific charges at least (5) business days prior to the scheduled conference.
- Reasonable access (during College business hours) to the case file prior to and during the

conference. The case file consists of materials, which would be considered "educational records," pursuant to the Family Educational Rights and Privacy Act of 1974; personal notes of College staff members or complainants are not included.

- An opportunity to respond to the evidence and to call relevant and necessary witnesses.
- A right to be accompanied by an advisor.

Timeline extensions: If extraordinary circumstances prevent any steps from occurring within the stated time frame, all parties will be promptly notified and will be given an estimated time for the step to occur. Participants may also request an extension from the College, which should be granted if it will not unduly prejudice the rights of the other party.

## More than (1) Accused Student

In hearings involving more than one accused student, the Chair of the Lower Disciplinary Board, at her/his discretion, may choose to hold the hearings separately or jointly. In these cases, the Chair of the Lower Disciplinary Board would require students attending joint disciplinary hearings to either sign a waiver or give verbal consent.

## Lower Disciplinary Board Membership

The Lower Disciplinary Board will consist of the following five (5) members: two students, two faculty members and one college staff member. The Faculty Council, upon recommendation from the President, will approve the faculty members. The Dean of Student Affairs will approve the students.

A quorum will consist of three members. The Dean of Student Affairs, or his/her designee, will be responsible for training and providing administrative support to the Lower Disciplinary Board.

The Dean of Student Affairs, or his/her designee, may establish an ad hoc disciplinary board whenever the regular disciplinary board is not constituted, is unable to obtain a quorum, or is otherwise unable to hear a case. An ad hoc disciplinary board will be composed of three members, including at least one student.

Members of the Lower Disciplinary Board who are charged with a violation of this Code or with

a criminal offense may be suspended from their positions by the Dean of Student Affairs, or his/her designee, during the period of the charges against them. Members found responsible for any such violation or offense may be disqualified from any further participation in the College disciplinary system.

## Process

The following procedural guidelines will be applicable in hearings conducted by the Lower Disciplinary Board:

1. The Dean of Student Affairs will appoint a hearing officer from the membership of the board, who will conduct the hearing. He or she may participate in board deliberations and discussions, but will only vote in the event of a tie.
2. The Dean of Student Affairs, or his/her designee, will give accused students notice of the hearing date and the specific charges against them at least five business days in advance. Notice will be by personal delivery or by certified mail to the last address provided by the student to the College. Accused students will be accorded reasonable access to the case file, which will be retained in the Dean of Student Affairs office.
3. The hearing officer may call relevant witnesses, after consultation with the Dean of Student Affairs. Requests must be personally delivered or sent by certified mail. College students and employees are expected to comply with requests issued pursuant to this procedure unless compliance would result in significant and unavoidable personal hardship, or substantial interference with normal College activities, as determined by the President of the College.
4. BE ADVISED, the Lower Board hearing is the only opportunity the complainant and the accused student will have to present factual evidence regarding any violation.
5. Both the complainant and accused student will have the right to an advisor (excluding legal counsel) to advise him/her. The advisor may be present at the disciplinary hearing but may not act or speak on the student's behalf. The role of the advisor is limited to suggesting relevant questions, which the presiding officer may direct to a witness, and providing confidential advice to the complainant or accused student. If a student desires an advisor and is unable to

secure one, the Dean of Student Affairs may appoint a qualified faculty member to act as an advisor. Advisors must be given adequate time to review the case.

Even if accompanied by an advisor, an accused student must respond to inquiries from the presiding officer and the disciplinary board.

In consideration of the limited role of an advisor, and of the compelling interest of the College to expeditiously conclude the matter, the work of the disciplinary board will not — as a general practice — be delayed due to the unavailability of an advisor.

6. Accused students who fail to appear after proper notice will be deemed to have pled “not responsible” to the charges pending against them. A disciplinary hearing may be conducted in their absence, if necessary, at the discretion of the chair of the Lower Disciplinary Board.
7. Disciplinary hearings will be closed to the public, except for the immediate members of the respondent's family. An open disciplinary hearing may be held, at the discretion of the hearing officer, if requested by the respondent.
8. The hearing officer will exercise control over the proceedings to avoid needless consumption of time and to achieve orderly completion of the disciplinary hearing. The hearing officer may exclude any person, including the accused students who disrupts a disciplinary hearing.
9. Disciplinary hearings will be recorded. Board deliberations will not be recorded. If requested, students involved in the hearing may have access to listen to the tapes through the Dean of Student Affairs, but may not have a copy.
10. Any party may challenge a disciplinary board member or the hearing officer on the grounds of personal bias. Board members may be disqualified by the hearing officer, or upon majority vote of the voting members, conducted by secret ballot. The Dean of Student Affairs may disqualify the hearing officer.
11. Witnesses will be asked to affirm that their testimony is truthful, and may be subject to charges of violating this Code by intentionally providing false information to the College.
12. Prospective witnesses, other than the complainant and the respondent, will be excluded from the disciplinary hearing



during the testimony of other witnesses. All parties, the witnesses, and the public will be excluded during Board deliberations, which will not be recorded or transcribed.

13. The charges against the respondent must be established by a preponderance of the evidence in order for the board to return a finding of “responsible” and to levy sanctions. For sexual harassment investigations, preponderance of evidence is the appropriate burden of proof for decision-makers in these cases.
14. Formal rules of evidence will not be applicable in disciplinary proceedings conducted pursuant to this Code. The hearing officer will respect the confidentiality of all persons involved in the disciplinary process in accordance with FERPA & HIPPA. The chair of the Lower Board will admit into evidence all information considered reasonably relevant to the case.
15. Complainants and accused students (not their advisors) will be given an opportunity to ask relevant questions of those witnesses who testify at the disciplinary hearing. Questioning: The accused and complainant in cases involving sex discrimination, including sexual harassment and sexual assault, may not directly question or cross-examine each other. Each may submit their questions to the disciplinary panel which will be responsible for asking the questions.
16. Board members may ask questions of the parties and all witnesses. They may also take judicial notice of matters, which would be within the general experience of College students and faculty members.
17. If, and only if, a determination of responsibility is made, the past disciplinary record of the accused student may be supplied to the board and be considered during the determination of sanctions. Any determination of responsibility will be supported by brief written findings that will be placed in the case file and made available to the accused student.
18. Only members of the Lower Disciplinary Board or Upper Disciplinary Board shall be present when making deliberations on a pending case. When determining sanctions the Chair of the Lower Disciplinary Board may seek input from individuals familiar with student(s) found responsible and/or familiar with the case being adjudicated.

## Mediation

Mediation is encouraged as an alternative means to resolve some disciplinary cases. The Dean of Student Affairs will inform complainants and accused students, if and when appropriate, of mediation resources. If both the complaining and responding parties express interest in a mediated settlement, the Vice President, in the exercise of his or her discretion, may decline to process a complaint until the parties in a non-academic misconduct case make a reasonable attempt to achieve a mediated settlement. To be binding in a disciplinary case, the Dean of Student Affairs must approve any mediated settlement.

## Student Groups and Organizations

Student groups and organizations may be charged with violations of this Code.

A student group or organization and its officers may be held collectively and individually responsible when violations of this Code are committed by those associated with the group or organizations that have received the consent or encouragement of the group or organization or of the group's or organization's leaders or officers.

The officers or leaders or any identifiable spokesperson for the student group or organization may be directed by the Dean of Student Affairs to take appropriate action designed to prevent or end violations of this Code by the group or organizations. Failure to make reasonable efforts to comply with the Vice President's order will be considered a violation of this Code, both by the officers, leaders or spokesperson for the group or organization and by the group or organization itself.

Sanctions for group or organization misconduct may include revocation of recognition, as well as other appropriate sanctions.

## Appeals

### Upper Disciplinary Board Purpose

The Upper Disciplinary Board will not retry the case presented to the Lower Disciplinary Board. If a student does not appear for a judicial hearing before the Lower Judicial Board, s/he will have

waived their right for an appeal of the sanction to the Upper Disciplinary Board based on the criteria in the categories of sufficiency of evidence and due process; however, the student maintains his/her right to appeal sanctions based on the criteria in the categories of fairness/appropriateness of sanctions and newly discovered evidence. The Upper Board will only consider the following issues:

1. Sufficiency of the evidence — Whether the facts in the case were enough to find that the accused student violated the Student Code.
2. Due process — Whether the original hearing was conducted fairly in light of the charges and evidence presented, and according to procedures set forth in the Student Code.
3. Fairness/appropriateness of sanctions — Whether the penalty imposed by the Lower Board was appropriate for the violation the accused student was found to have committed.
4. Newly discovered evidence — Whether there was evidence, which was not known to the accused student at the time of the Lower Board hearing that is sufficient to change the decision made by the Lower Board.

## Membership

The Upper Disciplinary Board will consist of the following five (5) members: two students, two faculty members and one college employee. The Faculty Council upon recommendation from the President will approve the faculty members. The Dean of Student Affairs will approve the students.

A quorum will consist of three members. The Dean of Student Affairs, or his/her designee, will be responsible for training and providing administrative support to the Upper Disciplinary Board.

The Dean of Student Affairs, or his/her designee, may establish an ad hoc disciplinary board, whenever the regular disciplinary board is not constituted, is unable to obtain a quorum, or is otherwise unable to hear a case. An ad hoc disciplinary board will be composed of three members, including at least one student.

A member of the Upper Disciplinary Board who is charged with a violation of this Code or with a criminal offense may be suspended from his/her position by the Dean

of Student Affairs, or his/her designee, during the pendency of the charges against them. Members found responsible of any such violation or offense may be disqualified from any further participation in the College disciplinary system.

## Process

The following procedural guidelines will be applicable in disciplinary hearings conducted by the Upper Disciplinary Board:

1. Any appeal by the accused student of the Lower Disciplinary Board's finding or sanctions must be made in writing to the Office of the Dean of Student Affairs within three (3) business days. The accused student must state which of the above issues he/she wants to address in the appeal, and set forth the reasons why the Upper Board should overturn the Lower Board's decision and/or sanction. If a student has successfully submitted an appeal to the Upper Disciplinary Board, sanctions imposed by the Lower Disciplinary Board will be held in abeyance until resolved by the Upper Disciplinary Board.
2. A sanctioned student's appeal must be held within seven (7) business days of receiving notice of students' appeal. A one-day notice of disciplinary hearing is considered appropriate advance notice.
3. The Dean of Student Affairs will appoint a hearing officer from the membership of the board, who will conduct the disciplinary hearing. He or she may participate in board deliberations and discussions, but will only vote in the event of a tie. The hearing officer shall bring into evidence the recordings maintained by the Lower Disciplinary Board in the original case.
4. The accused student will have the right to an advisor (excluding legal counsel) to advise him/her. The advisor may be present at the disciplinary hearing but may not act on the student's behalf at the disciplinary hearing. If a student desires an advisor and is unable to secure one, the Dean of Student Affairs may appoint a qualified faculty member to act as advisor. Advisors must be given adequate time to review the case. The role of an advisor will be limited to providing confidential advice to the accused student. Even if accompanied by an advisor, an accused student must respond to inquiries from the presiding officer and the disciplinary board.

In consideration of the limited role of an advisor, and of the compelling interest of the College to expeditiously conclude the matter, the work of the disciplinary board will not — as a general practice — be delayed due to the unavailability of an advisor.

5. If an accused student fails to appear at the Upper Disciplinary Board after proper notice, his/her appeal will be dismissed and the findings and sanctions of the Lower Disciplinary Board will be imposed.
6. Disciplinary hearings will be closed to the public, except for the immediate members of the respondent's family. An open disciplinary hearing may be held, at the discretion of the hearing officer, if requested by the respondent.
7. The hearing officer will exercise control over the proceedings to avoid needless consumption of time and to achieve orderly completion of the disciplinary hearing. The hearing officer may exclude any person, including the accused student, who disrupts a disciplinary hearing.
8. Disciplinary hearings will be recorded. Board deliberations will not be recorded.
9. The accused student may challenge a disciplinary board member or the hearing officer on the grounds of personal bias. Board members may be disqualified by the hearing officer, or upon majority vote of the voting members, conducted by secret ballot. In the event of a disqualification, the Dean of Student Affairs will appoint an alternate.
10. The Upper Disciplinary Board determination will be made on the basis of whether the Lower Board abused its discretion when making the determination of responsibility or in imposing sanctions. Majority vote will decide the case.
11. The Upper Disciplinary Board may uphold the finding of the Lower Disciplinary Board or may overturn the finding. If the finding is overturned on due process grounds or because of newly discovered evidence, the Lower Board will conduct a new hearing. If the finding is overturned due to insufficient evidence, any violation, which is not found to be supported by sufficient evidence, will be dismissed. If the finding is upheld, the Upper Disciplinary Board may uphold the sanctions of the Lower Disciplinary Board or may impose lesser, but not greater, sanctions.
12. The decision of the Upper Disciplinary Board will be reduced to writing, and a copy given to the student by registered or certified mail, or by personal service.
13. There will be no appeal of the Upper Disciplinary Board's decision.

## General Disciplinary Rules

1. **Voluntary Withdrawal** — Upon the approval of the Dean of Student Affairs or the President and after an admission of responsibility to the charge, a student may elect to withdraw from the College to avoid a disciplinary hearing on the complaint and the imposition of a disciplinary penalty. A voluntary withdrawal will be entered upon the record of the student. Agreement to a voluntary withdrawal will be in writing and will not be appealable. In the event of readmission to the College, the record of voluntary withdrawal will remain upon the student's record. The College reserves the right to set conditions for readmission as part of the withdrawal process. Students who choose to withdraw without the approval of the Dean of Student Affairs should understand that any pending disciplinary action would be "on hold" until such time as he/she returns to Clinton Community College.
2. **Dismissal in the Interest of the College** — For good cause shown and upon application of the student charged in a complaint, the Dean of Student Affairs or the President may dismiss a charge contained in a complaint in the interests of the college on such conditions as may be approved. The student will consent to such dismissal and the attendant conditions and the dismissal will not be appealable. If the student has complied with the conditions of the dismissal in the interests of the College within the time provided by the Dean of Student Affairs or the President, the charges will be deemed fully dismissed and the record of the student expunged. All records related to such charges will be destroyed.
3. **Jeopardy** — A finding of not responsible at any level of proceedings will bar any subsequent reconsideration of the matter at any higher level. A finding of violation of a lesser-included charge will be deemed to be a finding of not responsible to the higher charge.
4. **Time** — Time will be calculated so that the first day is excluded and the last day of the

period is included. A business day is any day when the college's administrative offices are open.

5. **Affirmative Finding** — In all cases the officer or body having authority to act must make an affirmative finding that the facts support the charge prior to rendering a determination of responsibility.
6. **Adjournments** — Any adjournment requested by any party will be requested on notice to all parties.

## Bias Crimes Prevention

### Hate Crimes and the Law

Clinton Community College strives to protect all members of the college community by preventing and prosecuting bias or hate crimes that occur within the college's jurisdiction.

Hate crimes, also called bias crimes or bias-related crimes, are criminal activity motivated by the perpetrator's bias or attitude against an individual victim or group based on perceived or actual personal characteristics, such as their race, religion, ethnicity, gender, sexual orientation, or disability. Hate/bias crimes have received renewed attention in recent years, particularly since the passage of the federal Hate/Bias Crime Reporting Act of 1990 and the New York State Hate Crimes Act of 2000 (Penal Law Article 485).

Penalties for bias-related crimes are very serious and range from fines to imprisonment for lengthy periods, depending on the nature of the underlying criminal offense, the use of violence or previous convictions of the offender. Perpetrators who are students will also be subject to campus disciplinary procedures where sanctions including dismissal are possible.

In addition to preventing and prosecuting hate/bias crimes, Clinton Community College strives to address bias-related activities that do not rise to the level of a crime. These activities are referred to as bias incidents and are defined as acts of bigotry, harassment, or intimidation directed at a member or group within the college community based on national origin, ethnicity, race, age, religion, gender, sexual orientation, disability, veteran status, color, creed, or marital status. These incidents may be addressed through the campus conduct code. Bias-related incidents can be reported to the Dean of Student Affairs, Room 227 of the Main

Academic Building, or by calling 562-4120. Please refer to the Policy Against Harassment and Discrimination/Bias for more information.

If you are a victim of, or witness to, a hate/bias crime on campus, report it to the Dean of Student Affairs, who will investigate and follow the appropriate adjudication procedures.

Victims of bias crimes or bias incidents can avail themselves of counseling and support services from the campus as follows: Academic Advising and Student Support Office, Room 147M.

## Procedures for Responding to Complaints of Sex Discrimination, Sexual Harassment and Sexual Violence

### Definitions and Rights

Sex discrimination is defined as all forms of: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties against employees, students, or third parties. Students, College employees, and third parties are prohibited from harassing other students and/or employees whether or not the incidents of harassment occur on the college campus and whether or not the incidents occur during working hours.

**Alternate arrangements:** Complainant has the right to request alternative arrangements when the complainant does not want to be in the same room as the accused during the hearing. These alternative arrangements must enable both parties and the hearing panel to hear each other.

**Burden of Proof:** The burden of proof in cases of sexual harassment and sexual violence is "preponderance of the evidence". This test asks whether it is "more likely than not" that the sexual harassment or sexual violence occurred. If the evidence presented meets this standard, then the accused must be found responsible.

**Equal rights for the accused and complainant:** Any rights or processes offered to an accused are also offered to a complainant. For example, the right to an appeal, right to representation or an advisor, and right to call witnesses, must all be offered equally, if at all.

**Informal resolution procedures:** Informal resolution procedures, such as mediation, are

optional and may be used when the College determines that it is appropriate and the parties are in agreement about using it. Mediation may not be used in cases involving sexual violence.

**Notice of Outcome:** Student complainants in sexual violence incidents have an absolute right to be informed of the outcome, essential findings, and sanctions of the hearing, in writing, in a way consistent with federal and state law. The complainant and accused shall be notified within 5 days of the hearing.

**Confidentiality:** The college will protect the privacy of all parties to a complaint or other report of sexual harassment and sexual violence to the extent possible. When the college receives complaints of sexual harassment or sexual violence, the college has an obligation to respond in a way that limits the effects of the sexual harassment and sexual violence and prevents its recurrence. Information will be shared as necessary in the course of an investigation with people who need to know, such as investigators, witnesses, and the accused. If you are unsure of someone's duties and ability to maintain your privacy, ask them before you talk to them. Certain staff are obligated by law to maintain confidentiality, including the counseling center and the local rape crisis center off-campus.

## What To Do If You Have Been Sexually Assaulted

### Procedures for on-campus disciplinary action of an alleged sexual assault

- Contact the Dean of Student Affairs, 518-562-4121.
- These allegations will be taken seriously, and the college will provide prompt and equitable resolution of student and employee sex complaints.
- The accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary proceeding.
- Both the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a sexual assault.
- For cases of sexual assault or sexual violence, both the complainant and accused students have the same rights of appeal to the Upper Disciplinary Board. In addition, both the

accused and complainant have access to witness submitted statements prior to the hearing.

- Options for changing an academic or living situation can be discussed with the Dean of Student Affairs if so requested by the victim and if such changes are reasonably available.
- Support for victims is available through the Academic Advising and Student Support Office on campus; Sexual Assault Services can be contacted at 1-877-212-2323 or through a referral to a community agency.
- No campus, or an officer, employee, or agent of a campus may retaliate, intimidate, threaten, coerce, or otherwise discriminate against any individual with respect to the implementation of any provision of this policy.
- **If the assault happened within the last 5 days, consider going to the emergency room at CVPH, the Alice Hyde Medical Center, or Adirondack Medical Center for an exam by a Sexual Assault Nurse Examiner (SANE).** These emergency rooms offer nurses specially trained in collecting evidence in cases of sexual assault. Having this evidence collected does not mean you have to pursue criminal charges. The hospital will hold any evidence the SANE collects for 30 days while you decide whether you would like to pursue criminal charges. It will be easier for your nurse to collect evidence if you don't bathe, shower, douche, brush your teeth, eat, drink, or change your clothes before going to the hospital. The CVPH SANE program can be contacted at (518) 562-7370. The Alice Hyde SANE program can be contacted at (518) 483-3000 x626. The Adirondack Medical Center SANE program can be contacted at (518) 897-2439.
- **Even if you don't want to have an exam with a SANE program nurse, consider getting medical care.** You may have injuries you are unaware of, and a doctor can help you obtain emergency contraceptive and medicine to prevent sexually transmitted infections.
- **If you would like the police to initiate an investigation and pursue criminal charges, you will need to make a police report.** If the assault occurred outside the Plattsburgh City limits, the New York State police can be contacted at (518) 563-3761 (**Clinton Community College is located within the jurisdiction of the New York State Police**).

If it occurred inside the city, Plattsburgh City Police can be contacted at (518) 563-3411. If it occurred on the SUNY Plattsburgh campus, the University Police can be contacted at (518) 564-2022. Campus Security at Clinton Community College can also contact the police for you. Campus Security can be reached by contacting (518) 593-0777.

- **If the person who assaulted you is a Clinton Community College student** or if the assault occurred on Clinton Community College property and you wish to have the school take disciplinary action, you may contact the Office for Student Affairs, at (518) 562-4121. The College will explain the college disciplinary process to you and assist you in moving through the process of initiating a disciplinary hearing.

## Annual Security Report

Clinton Community College's Annual Security Report (In compliance with the Clery Act) is available in hard copy through the Office of the Dean of Student Affairs (229 Moore Building) or by visiting [www.clinton.edu](http://www.clinton.edu).

## Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Clinton Community College receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's

privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Clinton Community College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Clinton Community College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Clinton Community College.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Clinton Community College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:



## Family Policy Compliance Office

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other school officials, including teachers, within Clinton Community College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf (§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine

the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. § 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)). Directory information includes the following items:
  - Name
  - Address (City and State of Residence only)
  - Level (freshman or sophomore)
  - Field of student (major)
  - Enrollment Status (Including credit load, full or part-time status)
  - Dates of attendance
  - Degree awarded and date conferred
  - Awards and Honors received
  - Prior attendance at other schools
  - Participation in officially recognized activities or sports
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the

school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

# Workplace Violence Prevention and Response Policy

## PURPOSE

Clinton Community College's highest priority is the safety and security of its employees, students, visitors, contractors, and members of the neighboring community. To proactively address the potential for workplace violence, the College developed a Workplace Violence Prevention Program (WVPP) and adopted a "zero tolerance" policy towards any act of, or threats of, workplace violence.

## POLICY

Clinton Community College prohibits workplace violence, threats of violence, intimidation, harassment, coercion, or other threatening behavior towards people or property. Complaints of workplace violence will be given the serious attention they deserve. Persons who violate this commitment may be removed from College property and are subject to disciplinary and/or personnel action up to and including termination consistent with College policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution. All disciplinary measures taken against students shall be taken in accordance with the procedures of the campus judicial system. This policy does not alter any codes of student conduct or procedures of the campus judicial system. The College's response may also include removal of third-party vendors/contractors from campus or termination of contracts with such vendors/contractors.

## SCOPE

In accordance with NYS Labor Law Section 27-b Clinton Community College and its employees are responsible for complying with this policy and implementing a Workplace Violence Prevention Program to maintain a workplace as safe from violence as possible. The Workplace Violence Prevention Program is available on the College web site.

## DEFINITIONS

"Workplace" means any location away from an employee's residence, permanent or temporary, where an employee performs any work-related duty in the course of his or her employment.

"Employee" is defined as a person working for an employer (on CCC payroll).

"Workplace violence" refers to a range of inappropriate behaviors, acts or threats of violence made in the workplace, on College property, or while in work status.

Workplace violence may include, but is not limited to:

1. The use of force with the intent to cause harm, e.g., physical attacks, any unwanted contact such as hitting, fighting, pushing, or throwing objects;
2. Acts or threats which are intended to intimidate, threaten, coerce, or cause fear of harm whether directly or indirectly;
3. Acts or threats made directly or indirectly by oral or written words, gestures or symbols that communicate a direct or indirect threat of physical or mental harm.

## REPORTING PROCEDURES

- A. Any person experiencing or witnessing imminent danger or personal injury or violence involving weapons or actual violence should call Security or 911 immediately. **All emergencies and crimes must be reported to Security at (518) 593-0777 or 911.**
- B. Any person who is the subject of a suspected violation of the Workplace Violence Prevention and Response Policy involving violence without weapons or personal injury, or is a witness to such suspected violation, should report the incident to his or her supervisor, or in lieu thereof, to Security.
- C. Employees are expected to report any threat or act of violence that they have witnessed, received, or been informed of, to Security or a supervisor.
- D. Employees who commit a violent act or threaten to commit a violent act may be subject to disciplinary action, criminal prosecution and/or civil prosecution as appropriate.
- E. Any individual who makes a substantial threat, exhibits threatening behavior or

engages in violent acts on College property shall be subject to removal from the premises as quickly as safety permits, pending the outcome of an investigation.

Each person to whom such a report is made shall immediately refer the report to the Office of Human Resources.

The College is committed to quickly dealing with threatening behavior and violence. Managers and supervisors are specifically empowered by this policy to take immediate action to resolve or stabilize violent situations on campus and to protect people from harm. They will ensure that, when a threat is made or a violent incident occurs, appropriate personnel are immediately notified.

## RESPONSIBILITIES

### Employees

- A. All employees are responsible for helping to maintain a safe work and educational environment and are urged to take reasonable precautions to prevent violence and other unsafe conditions in the workplace and report indicators of increased risk of violent behavior including but not limited to the following examples:
    1. Precautions:
      - a. In response to telephone inquiries, do not release information about coworkers' schedules, home telephone numbers, or other personal information.
      - b. In the event of suspicious conduct, request the credentials of any stranger who enters your office to do repair or other service work. If necessary, verify the work request with the building manager.
      - c. Never leave money, credit cards, travel documents or anything else of value in an unlocked desk or cabinet.
      - d. If something is stolen, report it immediately to Security.
    2. Indicators\*:
      - a. Direct or veiled threats of harm;
      - b. Intimidating, belligerent, harassing, bullying, or other inappropriate and aggressive behavior;
      - c. Numerous conflicts with supervisors and other employees;
      - d. Bringing a weapon to the workplace, brandishing a weapon in the workplace, making inappropriate references to guns, or fascination with weapons;
  - e. Statements showing fascination with incidents of workplace violence, statements indicating approval of the use of violence to resolve a problem, or statements indicating identification with perpetrators of workplace homicides;
  - f. Statements indicating desperation (over family, financial, and other personal problems) to the point of contemplating suicide;
  - g. Drug/alcohol abuse; and
  - h. Extreme changes in behavior.
- B. Orders of Protection: Employees are expected to notify Security whenever a protective restraining order is granted which mentions College property, or involves a College employee, or a person working at or attending the College, and provide a copy of the order. Appropriate efforts will be made to protect the privacy and sensitivity of the information provided. Employees should also notify their supervisor.
  - C. Domestic Violence: Victims of domestic violence who believe the violence may extend into the workplace, or employees who believe that domestic or other personal matters may result in their being subject to violence extending into the workplace, are encouraged to notify their supervisor, or Security. Confidentiality will be maintained to the extent possible.
  - D. All employees have an obligation to report any incidents of violence and/or inappropriate conduct or behavior to their supervisor or Security immediately.
  - E. Any employee or representative of employees who believes that a serious violation of the Workplace Violence Prevention and Response Policy exists or that an imminent danger exists shall bring such matter to the attention of a supervisor in the form of a written notice. If following written notice, the matter has not been resolved and the employee or representative believes that the violation still exists or that an imminent danger still exists, the employee or representative should contact the Office of Human Resources.
  - F. Individuals found to be in violation of this policy may be removed from the College's property. Employees may be subject to disciplinary action up to and including

dismissal, pursuant to applicable Policies or Collective Bargaining Agreements. Further, all individuals who violate criminal law may be subject to criminal prosecution.

- G. No employee shall be subjected to criticism, reprisal, retaliation, or disciplinary action from the college for good faith reporting pursuant to this policy. Employees who engage in violent conduct should be reported to Security at (518) 593-0777 or 911.
- H. Individuals who make false and malicious complaints of workplace violence, as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action and/or referral to appropriate authorities for criminal and/or civil action as appropriate.

\* Identified by the FBI's National Center for the Analysis of Violent Crime, Profiling and Behavioral Assessment Unit) in *Dealing with Workplace Violence: A Guide for Agency Planners* by the United States Office of Personnel Management, Workforce Relations, February 1998

## Supervisors

- A. Each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility (hereinafter "supervisor") is responsible within their area of jurisdiction for the implementation of this policy.
- B. Supervisors are required to contact Security immediately in the event of imminent or actual violence involving weapons or potential physical injuries.
- C. Supervisors must report to Security any complaint of workplace violence made to him/her and any other incidents of workplace violence of which he/she becomes aware or reasonably believes to exist. Supervisors are expected to inform their immediate supervisor promptly about any complaints, acts, or threats of violence even if the situation has been addressed and resolved. After having reported such complaint or incident to Security and immediate supervisor, the supervisor should keep it confidential and disclose it only as necessary during the investigation process and/or subsequent proceedings.
- D. Every supervisor is obligated to report any knowledge of such conduct to the Office of Human Resources immediately. Failure of a supervisor to investigate and initiate

appropriate action may result in administrative action including possible discipline.

## Security

- A. Security is responsible for:
  - 1. responding to;
  - 2. intervening; and
  - 3. documenting all incidents of workplace violence in the workplace reported to it.
- B. Security will immediately log all incidents of workplace violence reported to it and will notify the respective supervisor and the Office of Human Resources of an incident with the employee, or notify the appropriate College official of an incident with a student.
- C. Security officers will be trained in workplace violence awareness and prevention, non-violent crises intervention, conflict management, and dispute resolution.
- D. When informed, Security will maintain a record of any Orders of Protection.
- E. Security will provide escort service to members of the college community within its geographical confines when sufficient personnel are available. Such escort services may be extended at the discretion of the Dean of Student Affairs or designee.

## Office of Human Resources

- A. The Office of Human Resources (HR) is responsible for:
  - 1. assisting Security and supervisors in responding to workplace violence;
  - 2. facilitating appropriate responses to reported incidents of workplace violence;
  - 3. notifying Security of workplace violence incidents reported to HR as appropriate; and,
  - 4. consulting with the Employee Assistance Services to offer professional intervention.
- B. The Office of Human Resources will maintain an internal tracking system of all threats and incidents of violence reported. Annual reports will be submitted to the President and the Workplace Violence Advisory Team detailing the number and description of workplace violence incidents and the disposition of the incidents.
- C. The Office of Human Resources is responsible for providing new employees with a copy of the Workplace Violence

Prevention and Response Policy and insuring that employees receive appropriate training pursuant to NYS Labor Law §27b.

- D. The Office of Human Resources will also be responsible for annually disseminating this policy to all employees, as well as posting the policy throughout the campus and on the College's Website, as appropriate.

## Employee Assistance Services

The College contracts with a third-party vendor to provide confidential and free support services to employees and their immediate families. Employee Assistance Services (EAS) provide early detection and effective intervention for employees experiencing personal problems that affect their personal lives and/or their job performance. EAS is accessible 24-hours a day, 7 days a week and provides individual appointments in 5 offices throughout Clinton, Essex and Franklin counties, weekdays between 8am and 7pm. Contact EAS by calling (518) 563-8293 or (800) 724-0747. [www.bhsn.org](http://www.bhsn.org)

# State University of New York

The nation's largest comprehensive public university system, The State University of New York (SUNY), was established in 1948. Since its founding, the SUNY system has evolved to meet the changing needs of New York's students, communities, and workforce. SUNY initially represented a consolidation of 29 unaffiliated institutions, including 11 teachers colleges. All of these colleges, with their unique histories and backgrounds, united for a common goal: To serve New York State.

Today, the system includes 64 schools, a mix of 29 state-operated campuses and five statutory colleges—including research universities, liberal arts colleges, specialized and technical colleges, health science centers, land-grant colleges—and 30 community colleges. These institutions offer programs as varied as ceramics engineering, philosophy, fashion design, optometry, maritime studies, law, medical education, and everything in between. The University also operates hospitals and numerous research institutes.

SUNY is embedded in virtually every community in New York State: Remarkably, 93 percent of New Yorkers live within 15 miles of a SUNY

campus, and nearly 100 percent live within 30 miles. In many communities, SUNY is also the region's largest employer. While SUNY students are predominantly New York State residents, hailing from every one of the state's 62 counties, the University also draws students from every other state in the United States, the District of Columbia, four U.S. territories, and 160 nations from around the world. One out of three New York State high school graduates choose SUNY, and the total enrollment of nearly 445,000 full-time and part-time students represents 37 percent of New York State's higher education student population. SUNY also employs 88,000 faculty and staff and counts more than 3 million living alumni, residing in New York State and throughout the world.

SUNY attracts the best and brightest scholars, scientists, artists, and professionals and boasts nationally and internationally recognized faculty in all major disciplines. Faculty are regular recipients of prestigious awards and honors.

The State University of New York is committed to serving as the state's strongest economic and quality-of-life driver and providing quality education at an affordable price to New Yorkers.

## SUNY Board of Trustees

Joseph Belluck  
Courtney Burke  
Eric Corngold  
Robert Duffy  
Christy Fogal  
Gwen Kay  
Eunice Lewin  
Stanley Litow  
Austin Ostro  
Cesar Perales  
Richard Socarides  
Carl Spielvogel  
Edward Spiro  
Cary Staller  
Merryl Tisch

## State University of New York Campuses

### UNIVERSITY COLLEGES

Brockport  
Buffalo State

Cortland  
Empire State  
Fredonia  
Geneseo  
New Paltz  
Old Westbury  
Oneonta  
Oswego  
Plattsburgh  
Potsdam  
Purchase

### **COLLEGES OF TECHNOLOGY**

Alfred State  
Canton  
Cobleskill  
Delhi  
Farmingdale  
Maritime  
Morrisville  
SUNYIT

### **UNIVERSITY CENTERS/DOCTORAL DEGREE GRANTING INSTITUTIONS**

Albany  
Alfred University, NYS College of Ceramics  
Binghamton  
Buffalo University  
Cornell University  
Downstate Medical Center  
Environmental Science and Forestry  
Optometry  
Upstate Medical Center  
Stony Brook

### **COMMUNITY COLLEGES**

Adirondack  
Broome  
Cayuga  
Clinton  
Columbia-Greene  
Corning  
Dutchess  
Erie  
Fashion Institute of Technology  
Finger Lakes  
Fulton-Montgomery  
Genesee  
Herkimer County  
Hudson Valley  
Jamestown  
Jefferson  
Mohawk Valley  
Monroe  
Nassau  
Niagara County  
North Country

Onondaga  
Orange County  
Rockland  
Schenectady County  
Suffolk County  
Sullivan County  
Tompkins Cortland  
Ulster County  
Westchester



# College Administration, Faculty & Staff

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## Diane Adamson

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2000

## Nicholas Agoney

### Title

Admissions - Student Enrollment Specialist

### Section

College Administration, Faculty And Staff

**Email** [nicholas.agoney@clinton.edu](mailto:nicholas.agoney@clinton.edu)

## Molly Ahern

### Section

College Advisory Committees

### Type

Nursing Advisory Committee

## Andrew Andermatt

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2011

## Stasia Arcarese

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 1999

## Michele Armani

### Section

College Advisory Committees

### Type

Human Services Advisory Committee

## Denis Arsenault

### Section

College Advisory Committees

### Type

Industrial Technology Advisory Committee

## Denis Arsenault

### Section

College Advisory Committees

### Type

Electrical Technology - Electronics Advisory Committee

## Eugene Ayotte

### Title

Data Analyst

### Section

College Administration, Faculty And Staff

**Email** [Eugene.Ayotte@clinton.edu](mailto:Eugene.Ayotte@clinton.edu)

## Sue Baker

### Section

College Advisory Committees

### Type

Nursing Advisory Committee

## Jacob Ballard

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2010

## Holly Barcomb

### Title

Assistant Bursar

### Section

College Administration, Faculty And Staff

**Email** [Holly.Barcomb@clinton.edu](mailto:Holly.Barcomb@clinton.edu)

### Credentials

A.A.S. Clinton Community College

B.S. Empire State College

## Angela Barnaby

### Section

Chancellor's Award Recipients

**Email** [Angela.Barnaby@clinton.edu](mailto:Angela.Barnaby@clinton.edu)

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2013

## Angela Barnaby

### Title

Professor of Mathematics

### Section

College Administration, Faculty And Staff

**Email** [Angela.Barnaby@clinton.edu](mailto:Angela.Barnaby@clinton.edu)

### Credentials

B.A. SUNY Potsdam

M.S. SUNY Potsdam

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2013

## Carol Ann Barnett

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 1992

## Mary Ellen Baughman

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Adjunct Teaching

**Year Awarded** 2022

## Chris Bazan

### Section

College Advisory Committees

### Type

Industrial Technology Advisory Committee

## Robin Belanger

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2006

## Laurie Bell

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2003

## John Bernardi

### Section

College Advisory Committees

### Type

Business/Accounting Advisory Committee

## Paul Bethka

### Title

Professor Emeritus

### Section

Faculty Emeriti

**Email** [Paul.Bethka@clinton.edu](mailto:Paul.Bethka@clinton.edu)

### Credentials

A.A.S. Schenectady County Community College

B.S. SUNY Utica

M.S. SUNY Oswego

## Luke Blair

### Title

Maintenance Mechanic

### Section

College Administration, Faculty And Staff

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## Lisa Boire

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2005

## Margaret Bolster

### Title

Assistant Professor

### Section

College Administration, Faculty And Staff

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### Credentials

A.A.S. Clinton Community College

B.A. UW-Madison

B.S.N. Western Governors University

## John Borner

### Title

Dean of Student Affairs

### Section

College Administration, Faculty And Staff

**Email** [John.Borner@clinton.edu](mailto:John.Borner@clinton.edu)

### Credentials

A.S. Niagara Community College

B.A. SUNY Geneseo

M.A. Buffalo State

## Gina Brandolino

### Title

Assistant Professor of Nursing & Allied Health

### Section

College Administration, Faculty And Staff

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### Credentials

A.A.S. Clinton Community College

P.N.P, M.S.N. SUNY Stony Brook

## Devin Brassard

### Title

Admissions - Admissions Advisor

### Section

College Administration, Faculty And Staff

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## Sheri Brienza-Wypyski

### Title

Controller

### Section

College Administration, Faculty And Staff

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## Ronald Brooks

### Title

Professor Emeritus

### Section

Faculty Emeriti

### Credentials

B.S. Allegheny College

M.A. SUNY Plattsburgh

## Mark Brown

### Section

College Advisory Committees

### Type

Computer Information Systems Advisory Committee

## Julie Brunell

### Section

College Advisory Committees

### Type

Nursing Advisory Committee

## Joshua Bu

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2016

## Joshua Bu

### Section

Clinton Community College Alumni Association  
2021

### Type

Board Of Directors

### Credentials

2016

## Ian Burcroff

### Title

Assistant Professor of Fine Arts

### Section

College Administration, Faculty And Staff

Chancellor's Award Recipients

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### Credentials

B.A. SUNY Plattsburgh

M.F.A. University of Alaska at Fairbanks

### Award

Chancellor's Award for Excellence in Scholarship  
& Creative Activities

**Year Awarded** 2014

## Scott Burnam

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional  
Services

**Year Awarded** 2004

## Scott Carpenter

### Section

Clinton Community College Alumni Association  
2021

### Type

Board Of Directors

### Credentials

1991

## Wanda Carroll

### Section

Chancellor's Award Recipients

**Email** [Wanda.Carroll@clinton.edu](mailto:Wanda.Carroll@clinton.edu)

### Award

Chancellor's Award for Excellence in Adjunct  
Teaching

**Year Awarded** 2018

## Faith E. Carter

### Title

System Support Analyst

### Section

College Administration, Faculty And Staff

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### Credentials

A.A. Clinton Community College

## Karen Case

### Title

Instructional Designer

### Section

College Administration, Faculty And Staff

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### Credentials

B.A. Vermont College of Union Institute and  
University

M.A. Marlboro College

Ed.S. Nova Southeastern University

Ph.D. Nova Southeastern University

## Michael Cashman

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Board Members

## Calvin Castine

### Section

Clinton County Board Of Legislators

### Type

Area One

## Judith Cavanaugh

### Section

Chancellor's Award Recipients

**Email** [Judy.Cavanaugh@clinton.edu](mailto:Judy.Cavanaugh@clinton.edu)

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2001

## Judith A. Cavanaugh

### Title

Professor of English

### Section

Faculty Emeriti

**Email** [Judy.Cavanaugh@clinton.edu](mailto:Judy.Cavanaugh@clinton.edu)

### Credentials

B.S. Bowling Green State University

M.Ed. Ashland University

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2001

## Brielle Cerne

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2015

## Connie Wille Champlain

### Section

College Advisory Committees

### Type

Human Services Advisory Committee

## Marta Clute

### Title

Professor Emeritus

### Section

Faculty Emeriti

### Credentials

B.A. Marymount College

M.A. University of Pennsylvania

## Vicki Colello

### Section

College Advisory Committees

### Type

Wind Energy And Turbine Technologies Advisory  
Committee

## Jarrod Cone

**Title**

Assistant Professor of Psychology

**Section**

College Administration, Faculty And Staff

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**Credentials**

A.A. Genesee Community College

B.A. University of Buffalo

M.A. University of Buffalo

**Award**

Chancellor's Award for Excellence in Faculty Service

**Year Awarded** 2015

## Christina Cone

**Title**

Paraprofessional Tutor

**Section**

Part-Time College Personnel

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## Jarrod Cone

**Section**

Chancellor's Award Recipients

**Email** [Jarrod.Cone@clinton.edu](mailto:Jarrod.Cone@clinton.edu)

**Award**

Chancellor's Award for Excellence in Faculty Service, Excellence in Teaching

**Year Awarded** 2015, 2022

## Laurie Cook

**Section**

College Advisory Committees

**Type**

Nursing Advisory Committee

## Nina D. Coolidge

**Title**

Vice Chairperson

**Section**

Clinton Community College Board of Trustees

**Type**

Officers

## Albert E. Cordes

**Title**

Professor Emeritus

**Section**

Faculty Emeriti

**Credentials**

B.A. SUNY Plattsburgh

M.S. SUNY Plattsburgh

Ed.D. Nova University

## Paula A. Cormier

**Title**

Vice President

**Section**

Clinton Community College Alumni Association 2021

**Type**

Officers

**Credentials**

2000

## Denise Coughlin

**Title**

Professor of Social Work & Sociology

**Section**

College Administration, Faculty And Staff

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**Credentials**

B.S. Cabrini College

M.S. Villanova University

Ph.D. Capella University

## Jacob Coulombe

**Section**

College Advisory Committees

**Type**

Human Services Advisory Committee

## Matthew E. Coupal

**Section**

Chancellor's Award Recipients

**Award**

Chancellor's Award for Student Excellence

**Year Awarded** 2014

## Maggie Courson

### Section

Chancellor's Award Recipients

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### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2020

## Margaret Courson

### Title

Professor of Mathematics

### Section

College Administration, Faculty And Staff

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### Credentials

B.A. SUNY Geneseo

M.S. SUNY Plattsburgh

### Award

Chancellor's Award for Excellence in Faculty Service

**Year Awarded** 2020

## Steve Couture

### Section

College Advisory Committees

### Type

Industrial Technology Advisory Committee

## Pat Cribb

### Section

College Advisory Committees

### Type

Wind Energy And Turbine Technologies Advisory Committee

## Lauren Currie

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2019

## Kevin Daugherty

### Title

Athletics Director

### Section

Part-Time College Personnel

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## Andre Dauphine

### Section

College Advisory Committees

### Type

Electrical Technology - Electronics Advisory Committee

## Harry Davis

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Classified Service

**Year Awarded** 2009

## Mark Davison

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2004

## Keri Denchick

### Title

Financial Aid Advisor

### Section

College Administration, Faculty And Staff

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### Credentials

A.A.S. Clinton Community College

### Award

Chancellor's Award for Excellence in Classified Service

**Year Awarded** 2011

## Keri Denchick

### Section

Chancellor's Award Recipients

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### Award

Chancellor's Award for Excellence in Classified Service

**Year Awarded** 2011

## Frank DeSorbo

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 1980



## Roxanne Downs

### **Section**

Chancellor's Award Recipients

### **Award**

Chancellor's Award for Student Excellence

**Year Awarded** 2008

## Christopher M. Drennan

### **Title**

Professor of History/Political Science

### **Section**

College Administration, Faculty And Staff

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### **Credentials**

B.A. Concordia University

M.Sc. London School of Economics/Political Science

Ph.D. University of Chicago

## Michelle Drollette

### **Title**

Staff Accountant

### **Section**

College Administration, Faculty And Staff

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### **Credentials**

B.S. SUNY Plattsburgh

## Erin Duprey

### **Section**

Clinton Community College Foundation, Inc. 2021

### **Type**

Board Members

## Janet Duprey

### **Section**

College Advisory Committees

### **Type**

Nursing Advisory Committee

## Michael Duprey

### **Section**

College Advisory Committees

### **Type**

Computer Information Systems Advisory Committee

## Anne ElGornati

### **Title**

Accountant

### **Section**

College Administration, Faculty And Staff

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## Catherine K. Eloranto

### **Title**

Professor Emeritus

### **Section**

Faculty Emeriti

**Email** [Catherine.Eloranto@clinton.edu](mailto:Catherine.Eloranto@clinton.edu)

### **Credentials**

A.A.S. Parkland College

B.A. University of Arizona

M.A. University at Albany

J.D. University of Arizona

### **Award**

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2006

## Catherine Eloranto

### **Section**

Chancellor's Award Recipients

**Email** [Catherine.Eloranto@clinton.edu](mailto:Catherine.Eloranto@clinton.edu)

### **Award**

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2006

## Nathan Emrick

### **Title**

Paraprofessional Tutor

### **Section**

Part-Time College Personnel

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## Neil Epstein

### **Title**

Director of Campus Life

### **Section**

College Administration, Faculty And Staff

**Email** [Neil.Epstein@clinton.edu](mailto:Neil.Epstein@clinton.edu)

## Katrina M. Evens

### Title

Director of Nursing & Allied Health

### Section

College Administration, Faculty And Staff

**Email** [Katrina.Evens@clinton.edu](mailto:Katrina.Evens@clinton.edu)

### Credentials

A.A.S. Clinton Community College

B.S. SUNY Plattsburgh

M.S. Regis University

## David N. Favro

### Title

Chairperson

### Section

Clinton Community College Board of Trustees

### Type

Officers

## Catherine Figlioli

### Section

Chancellor's Award Recipients

**Email** [Catherine.Figlioli@clinton.edu](mailto:Catherine.Figlioli@clinton.edu)

### Award

Chancellor's Award for Excellence in

Librarianship

**Year Awarded** 2000

## Catherine M. Figlioli

### Title

Librarian, Associate Professor

### Section

College Administration, Faculty And Staff

**Email** [Catherine.Figlioli@clinton.edu](mailto:Catherine.Figlioli@clinton.edu)

### Credentials

B.A. University at Albany

M.L.S. University at Albany

### Award

Chancellor's Award for Excellence in

Librarianship

**Year Awarded** 2000

## Lindsay Fitzgerald

### Title

Learning Resource Specialist

### Section

College Administration, Faculty And Staff

**Email** [Lindsay.Fitzgerald@clinton.edu](mailto:Lindsay.Fitzgerald@clinton.edu)

### Credentials

B.A. Hampshire College

M.F.A. University of California, Irvine

M.A. Goddard College

## June M. Foley

### Title

Professor Emeritus

### Section

Faculty Emeriti

**Email** [June.Foley@clinton.edu](mailto:June.Foley@clinton.edu)

### Credentials

B.S. Louisiana State

M.P.A. University of Kentucky

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2009

## June Foley

### Section

Chancellor's Award Recipients

**Email** [June.Foley@clinton.edu](mailto:June.Foley@clinton.edu)

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2009

## James P. Forcier

### Section

College Advisory Committees

### Type

Business/Accounting Advisory Committee

## Christopher J. Ford

### Title

Professor of Computer Technology

### Section

Faculty Emeriti

**Email** [Chris.Ford@clinton.edu](mailto:Chris.Ford@clinton.edu)

### Credentials

B.S. SUNY at Binghamton

M.B.A. SUNY at Binghamton

### Award

Chancellor's Award for Excellence in Faculty

Service

**Year Awarded** 2011

## Chris Ford

### Section

Chancellor's Award Recipients

**Email** [Chris.Ford@clinton.edu](mailto:Chris.Ford@clinton.edu)

### Award

Chancellor's Award for Excellence in Faculty

Service

**Year Awarded** 2011

## Lorna Forster

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 1996

## Lynn Fowler

### Title

Professor of Chemistry

### Section

College Administration, Faculty And Staff

**Email** [Lynn.Fowler@clinton.edu](mailto:Lynn.Fowler@clinton.edu)

### Credentials

B.S. University of Aberdeen

Ph.D. University of London

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2010

## Lynn Fowler

### Section

Chancellor's Award Recipients

**Email** [Lynn.Fowler@clinton.edu](mailto:Lynn.Fowler@clinton.edu)

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2010

## Bob Frenyea

### Section

College Advisory Committees

### Type

Business/Accounting Advisory Committee

## Robert Fuller

### Section

College Advisory Committees

### Type

Environmental Technology Advisory Committee

## Joann Gleeson-Kreig

### Section

College Advisory Committees

### Type

Nursing Advisory Committee

## Susan Goff

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2008

## Barbara Golden

### Title

Administrative Assistant to the Vice President for Academic Affairs

### Section

College Administration, Faculty And Staff

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### Credentials

A.A.S. Clinton Community College

### Award

Chancellor's Award for Excellence in Professional Service

**Year Awarded** 2016

## Barbara Golden

### Section

Chancellor's Award Recipients

**Email** [Barbara.Golden@clinton.edu](mailto:Barbara.Golden@clinton.edu)

### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2016

## Pam Gomez

### Section

College Advisory Committees

### Type

Industrial Technology Advisory Committee

## Mary Goodeau

### Section

College Advisory Committees

### Type

Business/Accounting Advisory Committee

## Karen Goodrich

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2000

## Paula Gooley

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2000

## Carey Goyette

### Title

Interim VP of Academic Affairs Professor of English

### Section

College Administration, Faculty And Staff

**Email** [Carey.Goyette@clinton.edu](mailto:Carey.Goyette@clinton.edu)

### Credentials

B.A. Russell Sage College

M.A. SUNY Plattsburgh

### Award

Chancellor's Award for Excellence in Faculty Service

**Year Awarded** 2016

## Carey Goyette

### Section

Chancellor's Award Recipients

**Email** [Carey.Goyette@clinton.edu](mailto:Carey.Goyette@clinton.edu)

### Award

Chancellor's Award for Excellence in Faculty Service

**Year Awarded** 2016

## David Graham

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Adjunct Teaching

**Year Awarded** 2016

## Jim Graves

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Classified Service

**Year Awarded** 2014

## James Graves

### Title

Senior Custodial Worker

### Section

College Administration, Faculty And Staff

**Email** [Jim.Graves@clinton.edu](mailto:Jim.Graves@clinton.edu)

### Award

Chancellor's Award for Excellence in Classified Service

**Year Awarded** 2014

## Anthony Green

### Section

College Advisory Committees

### Type

Industrial Technology Advisory Committee

## Cynthia Green

### Section

College Advisory Committees

### Type

Industrial Technology Advisory Committee

## Benjamin Greenlee

### Title

Assistant Professor / English Department

### Section

College Administration, Faculty And Staff

**Email** [Benjamin.Greenlee@clinton.edu](mailto:Benjamin.Greenlee@clinton.edu)

## Richelle Gregory

### Section

College Advisory Committees

### Type

Human Services Advisory Committee

## Peter Grosskopf

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2006

## Wendy Grossmann

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2013

## Barrie Guibord

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Adjunct Teaching

**Year Awarded** 2017

## Susan Marie Hagar

### Section

College Advisory Committees

### Type

Environmental Technology Advisory Committee

## Susan Hagar

### Section

Clinton Community College Alumni Association 2021

### Type

Board Of Directors

### Credentials

2012

## Robert E. Hall

### Section

Clinton County Board Of Legislators

### Type

Area Ten

## Julie R. Hanson

### Title

Professor of Mathematics

### Section

College Administration, Faculty And Staff

**Email** [Julie.Hanson@clinton.edu](mailto:Julie.Hanson@clinton.edu)

### Credentials

B.A. St. Olaf College

M.E. Iowa State University

M.S. Iowa State University

## Trisha Hanson

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2007

## Greg Hart

### Section

College Advisory Committees

### Type

Wind Energy And Turbine Technologies Advisory Committee

## Michael G. Helinger

### Title

Professor Emeritus

### Section

Faculty Emeriti

**Email** [Michael.Helinger@clinton.edu](mailto:Michael.Helinger@clinton.edu)

### Credentials

B.S. Clarkson College of Technology

M.S. Rensselaer Polytechnic Institute

## Gary Henry

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2017

## Mark R. Henry

### Title

Chairperson

### Section

Clinton County Board Of Legislators

### Type

Area Three

## Christy Hilchey

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2023

## Angela Hosier

### Title

Custodial Worker

### Section

College Administration, Faculty And Staff

**Email** [Angela.Hosler@clinton.edu](mailto:Angela.Hosler@clinton.edu)

## Angela Hosler

### Section

Chancellor's Award Recipients

**Email** [Angela.Hosler@clinton.edu](mailto:Angela.Hosler@clinton.edu)

### Award

Chancellor's Award for Excellence in Classified Service

**Year Awarded** 2022

## Wendell Hughes

### Section

Clinton County Board Of Legislators

### Type

Area Eight

## Alex Insley

### Section

College Advisory Committees

### Type

Computer Information Systems Advisory Committee

## Joanna Jackson

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Faculty Service

**Year Awarded** 2021

## Joanna Jackson

### Title

Assistant Professor of English

### Section

College Administration, Faculty And Staff

**Email** [Joanna.Jackson@clinton.edu](mailto:Joanna.Jackson@clinton.edu)

### Credentials

B.S. Fitchburgh State University

M.A. Fitchburgh State University

## Larry Jeffords

### Section

College Advisory Committees

### Type

Industrial Technology Advisory Committee

## Sarah Jennette

### Title

Systems and Electronic Services Librarian

### Section

College Administration, Faculty And Staff

**Email** [Sarah.Jennette@clinton.edu](mailto:Sarah.Jennette@clinton.edu)

### Credentials

B.A. SUNY Plattsburgh

M.L.S. Simmons College

## Sarah Jennette

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Librarianship

**Year Awarded** 2023

## Sami Jeskanen

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2016

## James Jock

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Board Members

### Credentials

1986

## James Jock

### Title

Treasurer

### Section

Clinton Community College Alumni Association 2021

### Type

Officers

### Credentials

1986

## Fred Johnson

### Section

College Advisory Committees

### Type

Electrical Technology - Electronics Advisory Committee

## Julie Stalker Joint

### Section

College Advisory Committees

### Type

Human Services Advisory Committee

## Francine Jolicoeur

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2017

## Deborah Jolicoeur

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2017

## Deborah Jolicoeur

### Section

Clinton Community College Alumni Association  
2021

### Type

Board Of Directors

### Credentials

2016

## Angela Kelley

### Title

Center for Community & Workforce  
Development Specialist

### Section

College Administration, Faculty And Staff

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### Credentials

A.A.S. Clinton Community College

## Heather Kipp

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2023

## John J. Kowal

### Title

President

### Section

College Administration, Faculty And Staff

**Email** [John.Kowal@clinton.edu](mailto:John.Kowal@clinton.edu)

### Credentials

B.A. America International College

M.S. University of Massachusetts

Ph.D. University of Albany

## Stephen Kramer

### Section

College Advisory Committees

### Type

Environmental Technology Advisory Committee

## Joshua A. Kretser

### Section

Clinton County Board Of Legislators

### Type

Area Nine

## Patricia LaDuke

### Title

Learning Skills Coordinator

### Section

College Administration, Faculty And Staff

**Email** [Gina.Lindsey@clinton.edu](mailto:Gina.Lindsey@clinton.edu)

### Credentials

B.S. St. Lawrence University

## Patricia LaDuke

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional  
Service

**Year Awarded** 2022



## Mary Ann Lake

**Title**

Paraprofessional Tutor

**Section**

Part-Time College Personnel

**Email** [Mary.Lake@clinton.edu](mailto:Mary.Lake@clinton.edu)

## Mary Ann Lake

**Section**

Chancellor's Award Recipients

**Email** [Mary.Lake@clinton.edu](mailto:Mary.Lake@clinton.edu)

**Award**

Chancellor's Award for Excellence in Adjunct Teaching

**Year Awarded** 2019

## Gary Lambert

**Section**

College Advisory Committees

**Type**

Computer Information Systems Advisory Committee

## Mary LaPierre

**Title**

Financial Aid Director

**Section**

College Administration, Faculty And Staff

**Email** [Mary.LaPierre@clinton.edu](mailto:Mary.LaPierre@clinton.edu)

**Credentials**

B.A. SUNY Plattsburgh

## Jessica Lashway

**Section**

Chancellor's Award Recipients

**Award**

Chancellor's Award for Student Excellence

**Year Awarded** 2022

## Elizabeth Laundrie

**Section**

Chancellor's Award Recipients

**Award**

Chancellor's Award for Excellence in Adjunct Teaching

**Year Awarded** 2023

## Thomas LaValley

**Section**

College Advisory Committees

**Type**

Criminal Justice Advisory Committee

## Michael A. Lawliss

**Title**

Science Laboratory Technical Assistant

**Section**

College Administration, Faculty And Staff

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**Credentials**

B.S. SUNY Plattsburgh

## Michelle LeBeau

**Section**

College Advisory Committees

**Type**

Business/Accounting Advisory Committee

## Richard E. Lee

**Section**

Chancellor's Award Recipients

**Award**

Chancellor's Award for Student Excellence

**Year Awarded** 2011

## Meg LeFevre

**Section**

Clinton Community College Alumni Association 2021

**Type**

Board Of Directors

**Credentials**

2008

## Evan Leopard

**Section**

College Advisory Committees

**Type**

Computer Information Systems Advisory Committee

## Mark A. Leta

### **Title**

Treasurer, Peru

### **Section**

Clinton Community College Board of Trustees

### **Type**

Officers

## Regina D. Lindsey

### **Title**

Professor of Communications

### **Section**

College Administration, Faculty And Staff

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### **Credentials**

B.A. Northwest Nazarene College

M.A. University of Washington

## Sheila Lord

### **Section**

College Advisory Committees

### **Type**

Business/Accounting Advisory Committee

## Carl Lutters

### **Title**

Professor Emeritus

### **Section**

Faculty Emeriti

### **Credentials**

B.A. SUNY Plattsburgh

M.A. SUNY Plattsburgh

## Alison Lutz

### **Title**

Paraprofessional Tutor

### **Section**

Part-Time College Personnel

## Gerry Magee

### **Section**

College Advisory Committees

### **Type**

Criminal Justice Advisory Committee

## Dawn Maille

### **Title**

Associate Professor of Nursing

### **Section**

College Administration, Faculty And Staff

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### **Credentials**

A.S. Clinton Community College

A.S. Empire State College

B.S.N. SUNY Plattsburgh

M.S.N. Walden University

## Kevin Manchester

### **Section**

College Advisory Committees

### **Type**

Nursing Advisory Committee

## Thomas R. Mandeville

### **Title**

Professor of History/Government

### **Section**

College Administration, Faculty And Staff

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### **Credentials**

B.S. Eastern Michigan University

M.A. Bowling Green State University

## Judith Manion

### **Section**

Chancellor's Award Recipients

### **Award**

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2001

## Josh Manor

### **Section**

College Advisory Committees

### **Type**

Wind Energy And Turbine Technologies Advisory Committee

## Dave Marcoux

### **Section**

College Advisory Committees

### **Type**

Criminal Justice Advisory Committee

## Sandra Marland

**Title**

Student Support Services Nurse

**Section**

Part-Time College Personnel

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## Dana Martineau

**Title**

Typist

**Section**

Part-Time College Personnel

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## Sarah McCarty

**Section**

Chancellor's Award Recipients

**Award**

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2017

## Sarah McCarty

**Title**

Director of Campus Life

**Section**

College Administration, Faculty And Staff

**Credentials**

B.S. SUNY Plattsburgh

M.S. SUNY Plattsburgh

**Award**

Chancellor's Award for Excellence in Professional Service

**Year Awarded** 2017

## Patrick McGill

**Section**

College Advisory Committees

**Type**

Criminal Justice Advisory Committee

## Willa McKinley

**Section**

Chancellor's Award Recipients

**Award**

Chancellor's Award for Student Excellence

**Year Awarded** 2022

## Darlene McPherson-Burnham

**Title**

Staff Accountant

**Section**

College Administration, Faculty And Staff

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**Credentials**

A.A.S. Clinton Community College

B.S. SUNY Plattsburgh

## Brandon Menard

**Section**

Clinton Community College Alumni Association

2021

**Type**

Board Of Directors

**Credentials**

2014

## Jeffrey H. Meyers

**Title**

Associate Professor of English

**Section**

College Administration, Faculty And Staff

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**Credentials**

A.A. Clinton Community College

B.A. SUNY Plattsburgh

B.S. SUNY Plattsburgh

M.A. SUNY Plattsburgh

## Pat Miranda

**Section**

Chancellor's Award Recipients

**Award**

Chancellor's Award for Excellence in

Librarianship

**Year Awarded** 1999

## Kelly Misner

**Section**

Chancellor's Award Recipients

**Award**

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2020

## Catherine Mitchell

### Title

Associate Professor of Nursing

### Section

College Administration, Faculty And Staff

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### Credentials

A.S. Adirondack Community College

B.S.N. SUNY Plattsburgh

M.S.N. Sage Graduate School

## John Mockry

### Title

Faculty Liason

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Board Members

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## John Mockry

### Section

Chancellor's Award Recipients

**Email** [John.Mockry@clinton.edu](mailto:John.Mockry@clinton.edu)

### Award

Chancellor's Award for Excellence in Faculty Service

**Year Awarded** 2019

## John A. Mockry, Jr.

### Title

Professor Emertius

### Section

Faculty Emeriti

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### Credentials

B.A. SUNY Plattsburgh

M.S. SUNY Plattsburgh

### Award

Chancellor's Award for Excellence in Faculty Service

**Year Awarded** 2019

## Deborah Moldovan

### Title

Paraprofessional Tutor

### Section

Part-Time College Personnel

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## Devi Momot

### Section

Clinton Community College Board of Trustees

### Type

Members

## Ashley Morales

### Title

Human Resources Associate

### Section

College Administration, Faculty And Staff

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### Credentials

B.S. SUNY Plattsburgh

## Babara Morales

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2020

## Megan Morrissey-Kelley

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional Service

**Year Awarded** 2021

## Derek Mousseau

### Title

PC Specialist

### Section

College Administration, Faculty And Staff

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### Credentials

A.A.S. Clinton Community College

## Debra Nelson

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Classified Service

**Year Awarded** 2015

## John Nichols

### Section

College Advisory Committees

### Type

Industrial Technology Advisory Committee

## Elaine Noble

### Title

Typist - Registrar Department

### Section

College Administration, Faculty And Staff

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## Chrisa O'Connell

### Title

Student Support Services Coordinator/ Counselor

### Section

College Administration, Faculty And Staff

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### Credentials

B.S. SUNY Plattsburgh

M.S. SUNY Plattsburgh

### Award

Chancellor's Award for Excellence in Professional Service

**Year Awarded** 2018

## Shirley O'Connell

### Title

Board Member Emeritus

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Board Members

## Chrisa O'Connell

### Section

Chancellor's Award Recipients

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### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2018

## Elizabeth O'Leary

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 1989

## Matthew Ormsby

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2007

## Janice E. Padula

### Title

Professor Emeritus

### Section

Faculty Emeriti

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### Credentials

A.A.S. SUNY at Cobleskill

B.A. SUNY Plattsburgh

M.S. SUNY Plattsburgh

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2005

## Janice Padula

### Section

Chancellor's Award Recipients

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### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2005

## Sarah Pal

### Title

Secretary

### Section

Clinton Community College Alumni Association 2021

### Type

Officers

### Credentials

1996 & 2004

## Daniel Parker

### Title

Admissions - Interim Admissions Advisor -  
Women's Basketball Coach

### Section

College Administration, Faculty And Staff

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## Robert Parks

### **Section**

College Advisory Committees

### **Type**

Business/Accounting Advisory Committee

## Diane E. Parmeter

### **Title**

Professor Emeritus

### **Section**

Faculty Emeriti

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### **Credentials**

A.A. Mohawk Valley Community College

B.A. Utica College

M.A. Syracuse University

### **Award**

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2003

## Diane Parmeter

### **Section**

Chancellor's Award Recipients

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### **Award**

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2003

## Agnes Pearl

### **Title**

Professor Emeritus

### **Section**

Faculty Emeriti

### **Credentials**

B.S. SUNY Plattsburgh

M.A. Teacher's College Columbia University

Ph.D. University at Albany

## Agnes Pearl

### **Section**

Chancellor's Award Recipients

### **Award**

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 1992

## Michael Penfield

### **Title**

Treasurer

### **Section**

Clinton Community College Foundation, Inc. 2021

### **Type**

Executive Board

## Francis J. Peryea

### **Section**

Clinton County Board Of Legislators

### **Type**

Area Two

## Coreen Piekarski

### **Title**

Alumni and College Foundation - Administrative Assistant to Institutional Advancement

### **Section**

Clinton Community College Foundation, Inc. 2021

Clinton Community College Alumni Association

2021

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## Katie Pitkin

### **Section**

Chancellor's Award Recipients

### **Award**

Chancellor's Award for Student Excellence

**Year Awarded** 2002

## Stephen Podd

### **Title**

Vice Chair

### **Section**

Clinton Community College Foundation, Inc. 2021

### **Type**

Executive Board

## Dana Poirer

### **Section**

College Advisory Committees

### **Type**

Criminal Justice Advisory Committee

## Jessie Pokorny

### Title

Director of IT and Network Administrator

### Section

College Administration, Faculty And Staff

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## Ron Poland

### Title

Professor Emeritus

### Section

Faculty Emeriti

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### Credentials

A.S. FCJ Jacksonville, FL

B.A. SIU, Jacksonville, FL

M.S. University at Albany

## Richard Potiker

### Section

Clinton County Board Of Legislators

### Type

Area Five

## Lee Ann Pray

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Board Members

## Carleen Provost

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2018

## Andrew Pulrang

### Title

Paraprofessional Tutor

### Section

Part-Time College Personnel

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## Susan Raab

### Title

Professor Emeritus

### Section

Faculty Emeriti

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### Credentials

B.A. Wells College

M.A. San Francisco State University

## Trevor Rabideau

### Title

Secretary

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Executive Board

### Credentials

1996

## Desmond Racicot

### Section

College Advisory Committees

### Type

Criminal Justice Advisory Committee

## Allen Racine

### Title

Immediate Past Chair

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Executive Board

## Michelle Rawson

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2002

## Tina Recore

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2009



## John Redden

### Section

Clinton Community College Board of Trustees

## Randall Reese

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2002

## Peter Regnier

### Section

Clinton Community College Alumni Association  
2021

### Type

Board Of Directors

### Credentials

2015

## Jonathan Reid

### Title

Registrar

### Section

College Administration, Faculty And Staff

**Email** [Jonathan.Reid@clinton.edu](mailto:Jonathan.Reid@clinton.edu)

### Credentials

A.A. Clinton Community College

B.A. SUNY Plattsburgh

M.A. SUNY Plattsburgh

## Elliot Richman

### Title

Professor Emeritus

### Section

Faculty Emeriti

### Credentials

B.A. Pennsylvania State University

M.A. San Francisco State College

M.A.L.S. SUNY Plattsburgh

## Jessica Rigby

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2019

## Niki Rivers

### Title

Nursing Skills Lab Coordinator

### Section

Part-Time College Personnel

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## Lori Robinson

### Title

Professor of Nursing/ Allied Health

### Section

College Administration, Faculty And Staff

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### Credentials

A.A.S. Clinton Community College

B.S. Plymouth State College

M.S.N. SUNY Stony Brook

## George Rock

### Title

Trustee Liaison

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Board Members

## Amanda Rock

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2003

## Allison Rose

### Section

College Advisory Committees

### Type

Wind Energy And Turbine Technologies Advisory  
Committee

## Judy Ross

### Section

College Advisory Committees

### Type

Environmental Technology Advisory Committee

## Jonathan P. Ruff

### Section

College Advisory Committees

### Type

Environmental Technology Advisory Committee

## Matthew Russell

### Section

College Advisory Committees

### Type

Electrical Technology - Electronics Advisory Committee

## Rose Ryan

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2003

## Shawn Sabella

### Section

College Advisory Committees

### Type

Human Services Advisory Committee

## Arlene Sabo

### Section

College Advisory Committees

### Type

Criminal Justice Advisory Committee

## Ronald Santor

### Section

College Advisory Committees

### Type

Criminal Justice Advisory Committee

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## Michael Schwartz

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 1996

## Alan Seymour

### Title

Senior Building Maintenance Worker

### Section

College Administration, Faculty And Staff

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## Cheryl Seymour

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 2011

## Lloyd Silver

### Section

College Advisory Committees

### Type

Wind Energy And Turbine Technologies Advisory Committee

## Nancy Simpson

### Title

Typist

### Section

Part-Time College Personnel

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## John Sims

### Section

College Advisory Committees

### Type

Computer Information Systems Advisory Committee

## Vicky L. Sloan

### Title

Professor Emeritus

### Section

Faculty Emeriti

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### Credentials

B.S. Northern Michigan University

M.A. Colorado State University

## Vicky Sloan

### Section

Chancellor's Award Recipients

**Email** [Vicky.Sloan@clinton.edu](mailto:Vicky.Sloan@clinton.edu)

### Award

Chancellor's Award for Excellence in Scholarship & Creative Activities

**Year Awarded** 2016

## April Smith

### Section

College Advisory Committees

### Type

Nursing Advisory Committee

## Michele Snyder

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 2007

## Craig Squier

### Title

Representative at Large

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Executive Board

### Credentials

1972

## Craig Squier

### Title

President

### Section

Clinton Community College Alumni Association 2021

### Type

Officers

### Credentials

1972

## Joshua Stone

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2018

## Saundra Stortz

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Adjunct Teaching

**Year Awarded** 2015

## David R. Swarts

### Title

Professor Emeritus

### Section

Faculty Emeriti

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### Credentials

A.S. Lackawanna Junior College

B.S. Bloomsburg University

M.S. Marywood College

## Joanne Swiesz

### Section

College Advisory Committees

### Type

Nursing Advisory Committee

## Jill Szalkowski

### Title

Typist, Nursing Department

### Section

College Administration, Faculty And Staff

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## Jennifer Szalkowski

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Classified Service

**Year Awarded** 2010

## Edward Szalkowski

### Title

Director of Buildings and Grounds / Buildings and Grounds Department

### Section

College Administration, Faculty And Staff

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## Mary-Ali Taft

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2015

## Jill Tarabula

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Librarianship

**Year Awarded** 2014

## Lee Ann Thomas

### Title

Professor of Communications

### Section

College Administration, Faculty And Staff

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### Credentials

B.S. Ohio University

M.A. Miami University, OH

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 1998

## Lee Ann Thomas

### Section

Chancellor's Award Recipients

**Email** [LeeAnn.Thomas@clinton.edu](mailto:LeeAnn.Thomas@clinton.edu)

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 1998

## Rob B. Timmons

### Section

Clinton County Board Of Legislators

### Type

Area Seven

## Merdith Torrance

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2003

## Rebekah Treadwell

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2012

## Susan Trombley

### Section

Clinton Community College Alumni Association  
2021

### Type

Board Of Directors

### Credentials

1980

## Cory Vassar

### Section

College Advisory Committees

### Type

Computer Information Systems Advisory  
Committee

## Tammy Villanueva

### Title

Assistant to the President and Board Secretary

### Section

College Administration, Faculty And Staff

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## Elizabeth Vincencio

### Section

Clinton Community College Board of Trustees

### Type

Members

## Gary Wagoner

### Section

College Advisory Committees

### Type

Business/Accounting Advisory Committee

## Jennifer Waite

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Faculty  
Service

**Year Awarded** 2010

## Patty A. Waldron

### Section

Clinton County Board Of Legislators

### Type

Area Six

## Jackie Walker

### Section

College Advisory Committees

### Type

Nursing Advisory Committee

## Mary Ann Weiglhofer

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Librarianship

**Year Awarded** 2007

## Heather West

### Title

Chairperson

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Executive Board

## Barrie Whalen

### Section

Clinton Community College Foundation, Inc. 2021

### Type

Board Members

## Krista White

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2016

## Vihan A. Wickramasinghe

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Student Excellence

**Year Awarded** 2014

## Vihan Wickramasinghe

### Section

Clinton Community College Alumni Association  
2021

### Type

Board Of Directors

### Credentials

2014

## Adelle Wightman

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Teaching

**Year Awarded** 1981

## Robert Winiarski

### Section

College Advisory Committees

### Type

Business/Accounting Advisory Committee

## Robert Wood

### Section

Chancellor's Award Recipients

### Award

Chancellor's Award for Excellence in Professional Services

**Year Awarded** 1999

## Sean Wright

### Title

PC Technician

### Section

College Administration, Faculty And Staff

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### Credentials

B.S. Clarkson University

## Andrew Wylie

### Section

College Advisory Committees

### Type

Criminal Justice Advisory Committee

## Douglas Young

**Title**

Past President

**Section**

Clinton Community College Alumni Association  
2021

**Type**

Officers

**Credentials**

1973

## Greg Young

**Section**

College Advisory Committees

**Type**

Wind Energy And Turbine Technologies Advisory  
Committee

## Kip Young

**Section**

College Advisory Committees

**Type**

Wind Energy And Turbine Technologies Advisory  
Committee

## Emily Zerges

**Section**

Clinton Community College Alumni Association  
2021

**Type**

Board Of Directors

**Credentials**

2016

## Michael Zerrahn

**Section**

Chancellor's Award Recipients

**Award**

Chancellor's Award for Excellence in Faculty  
Service

**Year Awarded** 2022

## Michael Zerrahn

**Title**

Assistant Professor of Accounting

**Section**

College Administration, Faculty And Staff

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**Credentials**

A.S. Clinton Community College

B.S. SUNY Empire State

M.S. SUNY Plattsburgh

## Victoria Zinser-Duley

**Section**

College Advisory Committees

**Type**

Business/Accounting Advisory Committee

# Degrees and Certificates

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## Advanced Manufacturing

### Advanced Manufacturing Essential Skills-1 (AMES-1)

#### Degree Type

Microcredential

Microcredentials are academic programs that provide individuals with valuable experience, skills, and knowledge in highly demanding fields. These programs can be completed within a few months and can be combined to contribute towards a certificate or full degree. Whether aspiring to advance or acquire new capabilities, microcredentials are an excellent means of achieving new skills.

Learn valuable skills for employment in the manufacturing industry? Our online interactive and lab-based training provides individuals with core competencies in advanced manufacturing skills, with twenty-eight hours of online instruction and six hours of lab work. The program includes Employability, Safety Fundamentals, Mathematics for Technicians 1, Lock Out/ Tag Out, Mechanical Fasteners, Hand Tools, Power Tools.

Course Objectives – Students satisfactorily completing this course will:

- Recognize and understand the keys to a safe workplace
- Demonstrate proper use of various hand and power tools
- Describe and understand different types and proper use of mechanical fasteners
- Demonstrate proper technique for wire dressing, crimping, and soldering
- Interpret basic electrical schematics and assembly drawings
- Gain an understanding of successful employability traits



# Advanced Manufacturing Essential Skills-2 (AMES-2)

## Degree Type

Microcredential

Microcredentials are academic programs that provide individuals with valuable experience, skills, and knowledge in highly demanding fields. These programs can be completed within a few months and can be combined to contribute towards a certificate or full degree. Whether aspiring to advance or acquire new capabilities, microcredentials are an excellent means of achieving new skills.

AMES-2 is intended to follow AMES-1 and provides thirty-four hours of instruction. With twenty-eight hours of online training and six hours of lab work, this program covers courses such as Mathematics for Technicians, Intro to Advanced Manufacturing, and Lean Manufacturing.

Course Objectives – Students satisfactorily completing this course will:

- Work with formulas and conversions, and apply mechanical principles
- Determine how to list, identify, and describe the variety of lines found on blueprints
- Learn the foundation of knowledge and skill in performing measurements and calculations
- Create, modify, operate, and observe simulated pneumatic and electro-pneumatic devices and circuits
- Learn lubrication equipment, application methods, and periodic lubrication schedule
- Examine a comprehensive overview of lean manufacturing concepts and techniques and simulated scenarios.

Microcredentials often combine courses from our registered degree programs, innovative applied learning experiences, preparation for industry certifications, and/or noncredit coursework.

# Introduction to Mechanical Technology Microcredential

## Degree Type

Microcredential

Microcredentials are academic programs that provide individuals with valuable experience, skills, and knowledge in highly demanding fields. These programs can be completed within a few months and can be combined to contribute towards a certificate or full degree. Whether aspiring to advance or acquire new capabilities, microcredentials are an excellent means of achieving new skills.

The Introduction to Mechanical Technology Microcredential provides short and focused skills that can be stacked towards a certificate or degree. The microcredential provides critical and fundamental skills for strengthening technical knowledge in advanced manufacturing. The Introduction to Mechanical Technology microcredential (9 credits) is stackable into the Mechanical Technology A.A.S.

Course Code	Title	Credits
MEC 100	Introduction To Engineering Technology	3
MEC 102	Blueprint Reading & Technical Schematics	1
MEC 209	Industrial Health And Safety	2
CSC 102	Introduction To Microcomputer Applications	3
Total Credits		9

# Career Programs

## Industrial / Commercial Electrician

### Degree Type

Associate in Occupational Studies

The Industrial/Commercial Electrician (ICE) degree program will prepare students to become electricians. The ICE degree is an Associate in Occupational Studies (AOS) degree, which is a career degree in which all the courses relate directly to preparing students for specific careers. The ICE degree is a two-year program that prepares students for careers as electricians, for both residential and commercial applications. It provides a pathway for graduates of the local Champlain Valley Educational Services Electrical program to further their education as well as provide local high school graduates and career-changing adults with another pathway to a rewarding occupation.

Students in the degree will develop knowledge and skills in four key areas: electrical construction, electrical motors and motor controls, programmable logic controllers, and industrial electronics. Topics include electrical theory, electrical circuits, and electrical construction along with supporting courses such as electrical blueprint reading and project estimating. All core courses are guided by the current version of the National Electric Code (NEC) Handbook.

The first year of the program establishes the core knowledge in electrical theories, electrical components, electrical construction, and safety, as well as electrical project estimating. The second year focuses on more advanced electrical skills such as structured wiring and systems, photovoltaics, logic controllers, and instrumentation. The program is a mixture of lecture and laboratory courses with a significant amount of lab time. The curriculum will emphasize both hands-on skills and academics in order to cultivate the necessary competence which allows students to pursue a career in the electrical industry. Graduates of the program may be employed as:

- Commercial Electricians
- Residential Electricians
- Construction Electricians

- Electrical Power-Line Installers and Repairers
- Electrical Testers
- Electrical Test Technicians
- Field Technicians
- Electrical Equipment Maintenance and Repair Technicians
- Solar Systems Installer, Maintainer, and Repairer
- Wind Energy System Installer, Maintainer, and Repairer

The Industrial/Commercial Electrician (ICE) degree program is designed to be completed in four semesters, or two years. In order to graduate, students must successfully complete a minimum of 61 credits with a grade point average of 2.0. The program may take longer than four semesters if the required entry-level math skills are not met upon admission into the program.

### Program Goals

- Prepare students to be able to properly install, replace, or repair all common types of electrical devices.
- Prepare students to be able to correctly read and interpret electrical blueprints.
- Prepare students to be able to accurately determine the costs related to an anticipated electrical project.
- Prepare students to be able to prepare and install structured cabling.
- Prepare students to be able to perform tests and checks of commercial fire alarm systems.
- Prepare students to be prepared to work on PLCs, motors, and motor controls in manufacturing and other facilities

## Minimum Degree Requirements (61 Credits)

### Computer Science (3 Credits)

Course Code	Title	Credits
CSC 230	Introduction To Networking	3

## Electrical/Electronics Technology (20 Credits)

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 102	Electrical Circuits II	4
ETE 105	Digital Electronics I	3
ETE 106	Photovoltaic Systems Theory3 And Design	
ETE 107	Photovoltaic Systems Installation And Maintenance	3
ETE 202	Introduction To Industrial Electricity	3

## Industrial/Commercial Electrician (19 Credits)

Course Code	Title	Credits
ICE 101	Residential Electrical And Wiring	6
ICE 102	Electrical Blueprint Reading	2
ICE 201	Commercial Electrical And Wiring	6
ICE 202	Electrical Project Estimation	2
ICE 203	Alarms And Special Systems	3

## Mathematics (8 Credits)

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4
MAT 205	Technical Mathematics II	4

## Mechanical Technology (8 Credits)

Course Code	Title	Credits
MEC 209	Industrial Health And Safety	2
MEC 217	Instrumentation	3
MEC 222	Programmable Logic Controllers	3

## Wind Energy & Turbine Technology (3 Credits)

Course Code	Title	Credits
WTT 201	Power Generation & Delivery	3
<b>Total Credits</b>		<b>61</b>

# Accounting

## Degree Type

Associate of Applied Science

The A.A.S. Accounting Degree provides a general education and specialized training in accounting and management to prepare graduates for entry-level positions in industry, service organizations, retail establishments, and various government agencies. The A.A.S. Degree is not designed to prepare graduates to transfer to a four-year institution. However, almost all courses do transfer to most four-year universities, and many A.A.S. Accounting Degree graduates do continue their studies at transfer institutions.

Graduates are eligible for city, county, state and federal jobs, or may open their own business in areas such as taxes, bookkeeping/accounting, and general business.

Graduates can join the workforce in areas such as:

- Customs Broker
- Accounting
- Retail Sales
- Management
- Human Resources
- Marketing
- Inside/Outside Sales
- Non-profit Organizations
- Advertising
- Payroll
- Tax Management
- Insurance
- Banking

## Program Goals

- Prepare students to demonstrate basic quantitative skills required in business.
- Prepare students to communicate effectively, both orally and in writing.
- Prepare students to demonstrate proficiency in using computer software.
- Prepare students to demonstrate skills required in designing and maintaining a moderately complex, double entry accounting records.
- Prepare students to demonstrate proficiency in personal income tax preparation.
- Prepare students for employment and/or transfer to a four-year program.

## Minimum Degree Requirements (63 credits)

### English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

### Mathematics (3 Credits)

Course Code	Title	Credits
	Mathematics Gen. Ed. Course	3

### Computer Science (3 Credits)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3

### Humanities (3 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3

### Accounting (20 Credits)

Course Code	Title	Credits
ACC 110	Fundamentals of Accounting	3
ACC 120	Financial Accounting	4
ACC 125	Managerial Accounting	4
ACC 159	Payroll Accounting	3
ACC 251	Federal Income Tax	3
ACC 252	Computer Applications In Accounting	3

### Business (18 Credits)

Course Code	Title	Credits
BUS 101	Introduction To Business	3
BUS 110	Personal Finance	3
BUS 213	Business Communications	3
BUS 260	Business Law I	3
	Business Elective (Any ACC, BUS, CSC three-credit course)	3

## History or Social Science (6 Credits)

Course Code	Title	Credits
	ECO 101 or ECO 102	3
	US History or World History	3
	Gen. Ed. Course	

## Science (4 Credits)

Course Code	Title	Credits
	Natural Science Gen. Ed. Course	4
<b>Total Credits</b>		<b>60</b>

# Business Administration

## Degree Type

Associate of Applied Science

The A.A.S. Degree Program in Business Administration has been developed for students contemplating careers in the expanding fields of marketing, sales, retailing, advertising, personnel, office management, and other business fields. The curriculum provides specialized training in management, as well as a comprehensive general education. Many graduates enter the workforce by successfully completing governmental examinations. Others gain promotions, new job opportunities, and increased compensation as a result of obtaining their degrees at Clinton.

## Program Goals

- Prepare students to apply the legal basis of business enterprises and the quantitative basis for measuring business functions.
- Prepare students to communicate effectively, both orally and in writing.
- Prepare students to demonstrate proficiency in using computer software.
- Prepare students for employment and/or transfer to a four-year program.

## Minimum Degree Requirements (60 credits)

### Accounting (8 Credits)

Course Code	Title	Credits
ACC 120	Financial Accounting	4
ACC 125	Managerial Accounting	4

### English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

### Mathematics (3 Credits)

Course Code	Title	Credits
	Mathematics Gen. Ed. Course	3

## Computer Science (3 Credits)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3

## Humanities (3 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3

## Business (24 Credits)

Course Code	Title	Credits
BUS 101	Introduction To Business	3
BUS 110	Personal Finance	3
BUS 210	Principles of Marketing	3
BUS 213	Business Communications	3
BUS 260	Business Law I	3
BUS 261	Business Law II	3
BUS 285	Business Internship	3
	Business Elective (Any ACC, BUS, CSC three-credit course)	3

## History or Social Science (6 Credits)

Course Code	Title	Credits
	ECO 101 or ECO 102	3
	US History or World History Gen. Ed. Course	3

## Science (4 credits)

Course Code	Title	Credits
	Natural Science Gen. Ed. Course	4

## Free Elective (3 Credits)

Students may take any credit-bearing courses they choose.

Students may use these credits to focus on an area of interest or to sample different academic disciplines.

<b>Total Credits</b>	<b>60</b>
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# Computer Information Systems

## Degree Type

Associate of Applied Science

The Computer Information Systems (CIS) degree is a hands-on program that covers a wide variety of topics including computer programming, hardware, operating systems, web design, and database management. This degree will prepare students for entry level positions in the following areas:

- Computer Programming
- Computer Networking
- Computer Hardware Maintenance and Repair
- Web Design
- Database Management
- Help Desk/Computer Support

**Internship** – The CIS degree program has a required internship to ensure that students get at least 120 hours of work experience in the computer field before they graduate.

**Articulation Agreements** – The CIS degree program has articulation agreements with Rochester Institute of Technology, SUNY IT, and SUNY Plattsburgh.

**Cost Effective** – Students that complete the CIS degree can go directly to work for a company or transfer to one of the institutions named above. Either way, students save substantially on the cost of an education.

## Program Goals

- Prepare students to demonstrate knowledge and practical competence in the major areas of the IT field.
- Prepare students to conduct the research required to successfully complete computer-related projects consistent with current business/industry practice at the apprentice level.
- Prepare students for further study within the computer field at the junior level in requisite institutions of higher learning.
- Prepare students to communicate effectively, both orally and in writing, as well as interact effectively within the work environment.

- Prepare students to solve mathematical problems typically encountered in the computer industry.

## Minimum Degree Requirements (61-62 credits)

### English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
	ENG 102 or ENG 235	3

### Mathematics (3-4 Credits)

MAT 101 or above

### Humanities

Course Code	Title	Credits
COM 101	Public Speaking	3

### History or Social Science (3 Credits)

One history or social science elective is required.

### Liberal Arts (3 Credits)

One liberal arts elective is required.

## Computer Information Systems (33 Credits)

Course Code	Title	Credits
CSC 121	Fundamental Concepts of Computing	3
CSC 152	Computer Security & Society	3
CSC 202	Database Systems	3
CSC 217	Computer Programming	3
CSC 220	Operating Systems	3
CSC 225	Computer Hardware	3
CSC 230	Introduction To Networking	3
CSC 240	Networking II	3
CSC 280	Technology Practicum Seminar	3

## Developer Track

Course Code	Title	Credits
CSC 215	Web Design & Programming	3
CSC 219	Developing Mobile Applications	3

## Computer Security Track:

Course Code	Title	Credits
CSC 250	Computer Security I	3
CSC 260	Computer Security II	3

## Science (4 Credits)

One science course with lab is required.

## Free Electives (6 Credits)

Students may use these credits to focus on an area of interest or prepare for a specific transfer opportunity.

## NOTES:

- It may take a student more than two years to complete this degree, or may require summer coursework, if basic skills courses are required.
- The Computer Information Systems degree program features a course schedule with set classes in the fall and spring semesters. Not all classes are offered each semester. Students who start in the spring and meet all other requirements may take five semesters to complete the program.

<b>Total Credits</b>	<b>61-62</b>
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# Computer and Electronics Technology

## Degree Type

Associate of Applied Science

The Computer and Electronics Technology (CET) A.A.S. degree program provides graduates with skills in two areas: information technology and electronics. Students have the option to concentrate their studies by following either the information technology track or electronics track. Skilled Computer and Electronics Technicians are in high demand, and nearly all students who have successfully completed the CET program have gone to work in the technology field, making some of the highest starting salaries of Clinton alumni. Graduates also have the option to pursue a bachelor's degree in Computer or Electrical Engineering Technology.

## Program Goals

- Prepare students to gain knowledge and practical competence in the major areas of the Computer and Electronics Technology fields allowing for a wide variety of career opportunities.
- Prepare students to conduct the research required to successfully complete computer and electronics-related projects consistent with current business/industry practice at the apprentice level.
- Prepare students to demonstrate knowledge of the fundamentals of electrical circuits.
- Prepare students to demonstrate knowledge of the fundamentals of analog and digital electronic circuits.
- Prepare students to demonstrate knowledge of computer programming languages.
- Prepare students to demonstrate knowledge and proper use of electrical test equipment.
- Prepare students for work as entry-level computer and electronics technicians or further study within the field at requisite institutions of higher learning.
- Prepare students to communicate effectively, both orally and in writing, as well as interact effectively within the work environment.
- Prepare students to solve mathematical problems typically encountered in the computer and electronics industries.

## Minimum Degree Requirements (60 credits)

### English (6 credits)

Course Code	Title	Credits
ENG 101	English Composition	3
	ENG 102 or ENG 235	3

### Mathematics (8 credits)

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4
MAT 205	Technical Mathematics II	4

### Science (8 credits)

Course Code	Title	Credits
PHY 111	General Physics I	4
PHY 112	General Physics II	4

### Computer Science (3 credits)

Course Code	Title	Credits
CSC 230	Introduction To Networking	3

### Electrical/Electronics Technology (21 credits)

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 103	Computer Programming For2 Electronics	
ETE 104	Electronics I	4
ETE 105	Digital Electronics I	3
ETE 205	Digital Electronics II	4
ETE 207	Microcontroller Fundamentals	4

## Electronics or Information Technology Tracks (14 credits)

Choose one track:

### Electronics Track

Course Code	Title	Credits
ETE 102	Electrical Circuits II	4
ETE 202	Introduction To Industrial Electricity	3
MEC 217	Instrumentation	3
	Free Electives (4 credits)	4

### Information Technology Track

Course Code	Title	Credits
CSC 121	Fundamental Concepts of Computing	3
CSC 217	Computer Programming	3
CSC 220	Operating Systems	3
CSC 225	Computer Hardware	3
	Free Electives (2 credits)	2

#### NOTES:

- It may take a student more than two years to complete this degree, or may require summer coursework, if basic skills courses are required.
- The Computer and Electronics Technology degree program features a course schedule with set classes in the fall and spring semesters. Not all classes are offered each semester. Students who start in the spring and meet all other requirements may take five semesters to complete the program.

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<b>Total Credits</b>	<b>60</b>
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# Criminal Justice

## Degree Type

Associate of Applied Science

The Criminal Justice curriculum is a two-year program that leads to an Associate of Applied Science Degree. The program prepares students for exciting careers in law enforcement, corrections, and private/industrial security.

Our program meets the needs of students who plan to enter their chosen careers right after graduation. Courses also provide continuing education to professionals already employed in the criminal justice field.

Students are required to successfully complete a minimum of 60 credits with a minimum grade point average of 2.0. If enrolling with the required math and English skills, students may complete the program in four full-time semesters or two years. Without the required math and English, studies will extend beyond two years.

## Internships

Field experience is not only a wonderful way to learn information and acquire skills, it is the best way for students to “try out” careers. Internships are also a great opportunity to get job experience and make professional contacts that could prove invaluable for landing the first job after graduation. Clinton’s Criminal Justice Program is unique for the wide array of diverse internship settings available to students.

An Associate Degree in Criminal Justice prepares graduates for a career in or as a:

- State Police
- Municipal Police Departments
- Federal Law Enforcement
- State- and County-level Corrections Officers
- Deputy Sheriff
- Court Officer
- Private Security Officers and Campus Security

## Program Goals

- Prepare students to have a thorough knowledge of the components of the criminal justice system and how they interact with each other.
- Prepare students for successful employment in the field of criminal justice or related fields.

- Prepare students to apply analytical skills and substantive knowledge to specific justice problems.
- Prepare students to communicate effectively, both orally and in writing.

## Minimum Degree Requirements (60 credits)

### Foundations for College Success (3 Credits)

Course Code	Title	Credits
FCS 101	Foundations For College Success	3

### English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

### Mathematics or Science (3-4 Credits)

One science elective in biology, chemistry, environmental science, physics, geology or science may be taken. Students who take a four-credit math or science class will be able to use 1 credit towards their free elective

OR

Course Code	Title	Credits
	MAT 100 or higher	3

### Communication (3 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3

## Criminal Justice (18 Credits)

Course Code	Title	Credits
CRI 101	Introduction To Criminal Justice	3
CRI 201	Criminal Law	3
CRI 207	Criminal Investigation	3
CRI 208	Corrections Theory & Practice	3
CRI 210	Police Operations	3
CRI 214	Ethics In Criminal Justice	3

## Criminal Justice Electives (9 Credits)

Three course electives in criminal justice are required.

## Social Science (9 Credits)

Course Code	Title	Credits
PSY 101	Introduction To Psychology	3
SOC 101	Introduction To Sociology	3
	PSC 100 or PSC 240 or PSC 120	3

## Computer (3 Credits)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3

## Free Elective (6 Credits)

<b>Total Credits</b>		<b>60</b>
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# Environmental Technology

## Degree Type

Associate of Applied Science

The Environmental Technology A.A.S. Degree will give students the scientific background and hands-on instruction needed to pursue a technical career in fields related to environmental science. Graduates will possess basic skills applicable to careers in environmental site investigation, cleanup, and monitoring and wastewater/drinking water operations. As one of only four (4) NYSDEC-approved wastewater programs in the state, the A.A.S. degree offers a highly marketable skill set that includes a fast-track option for wastewater treatment plant operator certification. Students will train for a position in these high-growth career areas in state-of-the-art science laboratories situated on Clinton's beautiful campus overlooking Lake Champlain. In addition to lab and classroom instruction, students will also receive practical exposure to the latest field technologies in a variety of outdoor settings and prepare for certification exams relevant to employment in the environmental industry (Hazardous Materials/Water Treatment Operator). The U.S. Bureau of Labor Statistics projects that employment in these fields will grow much faster than the national average, adding nearly 33,000 new positions across the United States over the next 10 years. Regionally, an anticipated surge in retirements at wastewater treatment plants in NYS will require a workforce with the specialized skills to replace plant operators in towns and municipalities across the state. Opportunities are also available for transfer to a four-year Environmental Science program at another SUNY institution. The Environmental Technology program can be completed in only four semesters, or two years. Students who require developmental math and/or English may take more than four semesters. In order to graduate, students must complete 60 credits and graduate with a grade point average of 2.0.

## Program Goals

- Prepare Environmental Technology majors to problem-solve.
- Prepare Environmental Technology majors to accurately collect and record data in field and laboratory settings.

- Prepare Environmental Technology majors to demonstrate knowledge of safety practices common to many environmental-related industries.
- Prepare Environmental Technology majors to communicate effectively, both orally and in writing, as well as interact effectively within the work environment.

## Minimum Degree Requirements (64 credits)

### English (3 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3

### Mathematics (7 Credits)

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4
MAT 161	Elementary Statistics	3

### Science (16 Credits)

Course Code	Title	Credits
BIO 101	General Biology	4
BIO 102	General Biology II	4
CHE 111	General Chemistry I	4
CHE 112	General Chemistry II	4

### Environmental Technology (18 Credits)

Course Code	Title	Credits
BIO 204	Microbiology	4
ENV 210	Environmental Technology	4
ENV 211	Water Quality Operator	1
ENV 214	Internship/Field Training	1
GEL 101	Physical Geology	4



## Mechanical Technology (14 Credits)

Course Code	Title	Credits
MEC 100	Introduction To Engineering Technology	3
MEC 206	Principles of Fluid Power Systems	3
MEC 207	Industrial Maintenance	3
MEC 209	Industrial Health And Safety	2
MEC 217	Instrumentation	3

## Social Science (3 Credits)

Course Code	Title	Credits
PSC 240	State & Local Government	3

## Computer (3 Credits)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3

### Notes:

1. It may take a student more than two years to complete this degree, or may require summer coursework, if basic skills courses are required.
2. The Environmental Technology degree program features a course schedule with set classes in the fall and spring semesters. Not all classes are offered each semester. Students who start in the spring and meet all other requirements may take five semesters to complete the program.
3. These credit hours of coursework earn the student an Applied Associate of Science degree in Environmental Technology at Clinton Community College and are equivalent to what most majors would take during the freshman and sophomore years at SUNY ESF. By carefully following the sequence of courses listed in the respective articulation agreement (available on the Clinton website) students will be in position to transfer to their junior year at the four-year university.

<b>Total Credits</b>	<b>64</b>
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# Health Services Management

## Degree Type

Associate of Applied Science

The A.A.S. degree program in Health Services Management prepares students for positions such as service coordinators, personnel assistants, office managers, field staff supervisors, administrative assistants and other business office personnel.

An associate degree in Health Services Management prepares graduates to work in a variety of health care settings or as the following:

- Nursing Home Administrator
- Hospital Office Manager
- Doctor's / Physician's Office Manager
- Health Services Director
- Director of Adult Care Services

## Program Goals

- Prepare students for a variety of entry level employment in the health care industry and for continuing their education in a number of fields.
- Permit students to build their academic credentials and acquire career-specific skills and expertise.
- Effectively communicate underlying principles as they apply to current issues in the health care industry.
- Perform the five levels of health care delivery and major components of each

## Minimum Degree Requirements (60 credits)

### English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

### Mathematics (3 Credits)

Course Code	Title	Credits
	Mathematics Gen. Ed. Course	3

### Science (4 Credits)

Course Code	Title	Credits
	Natural Science Gen. Ed. Course	4

### Humanities (3 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3

### Computer Science (3 Credits)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3

### Business (15 Credits)

Course Code	Title	Credits
BUS 101	Introduction To Business	3
BUS 210	Principles of Marketing	3
BUS 213	Business Communications	3
BUS 215	Human Resource Management	3
BUS 250	Principles of Management	3

### Accounting (4 Credits)

Course Code	Title	Credits
ACC 120	Financial Accounting	4

### Health Services Management (12 Credits)

Course Code	Title	Credits
HSM 111	Community Medicine And Public Health	3
HSM 112	Issues In Long Term Care	3
HSM 211	Medical Problems And Programs	3
HSM 212	Management of Health Facilities	3

## Social Science (6 Credits)

Course Code	Title	Credits
PSY 101	Introduction To Psychology	3
SOC 101	Introduction To Sociology	3

## Nursing (1 Credit)

Course Code	Title	Credits
NUR 106	Medical Terminology	1

## Free Elective (3 Credits)

- One Elective course.

<b>Total Credits</b>		<b>60</b>
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# Human Services

## Degree Type

Associate of Applied Science

## Mission Statement

*The mission of the Human Services Program is to prepare competent entry-level professionals for employment in the helping professions and/or transfer to baccalaureate programs in Human Services or related fields. The program provides students with theory and practice in the areas of general human services and selected specialty areas.*

The Human Services (HUS) curriculum is a two-year program that leads to an Associate of Applied Science (A.A.S.) Degree. The program's primary focus is work-preparedness and training for entry-level employment within a variety of helping professions. Students are introduced to foundational, interdisciplinary theories and coached in the use of generalist helping skills.

The program is grounded in the needs of students who plan to seek employment upon graduation. A student who wishes to transfer to a four-year college or university upon earning an A.A.S. in Human Services may do so; however, this goal is best communicated early in the student's course of study to maximize the opportunity for individualized goal setting and advising.

Select coursework may provide extended learning for individuals who are already employed in the human services field. Students may choose to attend on a full-time or a part-time basis. For scheduling flexibility, many advanced courses are offered in a hybrid format. A class taught in a hybrid format is conducted partly in-class and partly online. To that end, students need basic technology skills and are encouraged to enroll in CSC 102: Microcomputer applications in the first semester.

The A.A.S. in the Human Services Degree Program prepares graduates for entry-level work in the following service areas\*: early childhood day care, chemical dependency treatment, family assistance, gerontology, housing, crisis intervention, advocacy, working with the developmentally challenged, and many other subfields in the social services.

\*Note: Additional education, training, or certification may be required to secure a specific job title or role within a particular service area

## Program Goals

- Assist the HUS students to develop a range of individual skills that are required for the Human Services professions.
- Assist the HUS students to gain knowledge and an understanding of conceptual information used in the Human Services professions.
- Assist the HUS students to develop additional academic skills required for professional development in the Human Services field.
- Assist the HUS students in promoting awareness of a pluralistic society and an acceptance of a global view.
- Assist the HUS students in preparation for employment and/or transfer to a four-year program.

## Requirements (64 credits)

### English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

### Mathematics (3 Credits)

Course Code	Title	Credits
	MAT 100 or higher	3

### Communications (3 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3

## Human Services (33 Credits)

Course Code	Title	Credits
HUS 101	Introduction To Human Services	3
HUS 105	Introduction To Basic Counseling Skills	3
HUS 160	Human Services Organizations	3
HUS 200	Case Management And Crisis Intervention	3
HUS 206	Group Skills For Human Services	3
	HUS 283 or HUS 284	3
	Four approved Human Services Electives are required.	12

## Social Science (12 Credits)

Course Code	Title	Credits
PSC 240	State & Local Government	3
PSY 101	Introduction To Psychology	3
SOC 101	Introduction To Sociology	3
	One 200 level psychology or sociology elective or HUS 210	3

## Science (4 Credits)

Course Code	Title	Credits
BIO 100	Human Biology	4

## Informational Management (3 credit)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3
<b>Total Credits</b>		<b>64</b>

# Individual Studies

## Degree Type

Associate of Applied Science

The Individual Studies degree option provides students with a great deal of flexibility to develop their own course of study. Course concentration is divided mainly among the Humanities, Social Sciences, and Math/Science disciplines with a large number of electives and free electives completing the curriculum. Sixty credits are needed to receive the Associate in Applied Science in the Individual Studies Program. This program can be used either by students who are unsure of their plans and need flexibility to explore educational options, or by those who wish to develop their own personally planned course of study (approved by the College) because of special educational needs and career goals. The A.A.S. Degree, like the A.A. and A.S. Degrees, can also be used for transfer to a four-year program, but the A.A.S. Degree was designed mainly to lead individuals directly to employment in a specific career. Students who would like to pursue this degree must complete the Individual Studies Degree Application.

## Minimum Degree Requirements:

1. A minimum of 60 credit hours.
2. ENG 101S, RDG 095, MAT 098, if indicated by Placement Test.
3. English: ENG 101 and ENG 102 or ENG 235.
4. 12-14 credits distributed among Humanities/Social Sciences (6 credits) and Math/Science (6-8 credits) disciplines.
5. 3 elective credits in one or more of the following areas: Humanities, Social Sciences, Math/Science.
6. 37-39 Free Electives in any credit courses approved by the College.
7. Students intending to pursue a baccalaureate degree should make sure all courses are transferable.
8. A maximum of 15 credits may be granted for prior work/ life experiences if such experiences equal college-level learning. Students must complete 12 credits of college- level work before having work/life experiences considered for credit towards degree.

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**Total Credits**

**60**

# Mechanical Technology

## Degree Type

Associate of Applied Science

The Mechanical Technology A.A.S. degree prepares students for a rewarding career in the constantly evolving technology field. Highly skilled mechanical technicians are in high demand in Upstate New York, Northern New England, and elsewhere in the country. Graduates of the Mechanical Technology program are equipped with the knowledge and skills to make an immediate impact in the technology workforce. Students will learn to become successful technicians by building on essential skills such as creativity, problem solving, teamwork, and leadership through hands-on projects and labs. The degree program also introduces students to key industrial concepts such as safety, quality control, industrial maintenance, manufacturing processes, computer aided design (CAD) and fluid power systems. After completion of the first year, students will choose from three tracks within the Mechanical Technology A.A.S. degree program. The tracks (Computer Aided Design (CAD), Manufacturing, and Maintenance) prepare students for more specific jobs in industry. An Associate degree in Mechanical Technology prepares graduates to work in a variety of settings in the following occupations:

- Mechanical, Maintenance, or Manufacturing Technician
- Quality Assurance/Quality Control Specialist
- Operator
- CAD Technician
- Supervisor
- Programmable Logic Controller (PLC) Technician
- Robotics Technician

The Mechanical Technology program is designed to be completed in four semesters, or two years. In order to graduate, students must successfully complete a minimum of 64 credits with a grade point average of 2.0. The program may take longer than four semesters if the required entry-level math and English skills are not met upon admission into the program

## Program Goals

- Prepare students to adapt and overcome challenges in the mechanical technology

field based on their practical education, analytical reasoning, creativity, and problem-solving skills.

- Prepare students to apply their knowledge of mathematics, science, and technology to understand and solve analytical mechanical technology problems.
- Prepare students to conduct, analyze, interpret, and document standard tests, measurements, and experiments.
- Prepare students to work effectively and function as a member or leader of a team.
- Prepare students to be proficient in both oral and written communication skills for applications in both technical and non-technical environments.
- Provide students with an understanding of the importance of quality, timeliness, and continuous improvement.
- Prepare students to incorporate professional standards, ethics, and responsibilities into their work environment.
- Prepare students to apply program principles to mechanical systems through specification, installation, fabrication, test, operation, maintenance, documentation, or troubleshooting.

## Minimum Degree Requirements (64 Credits)

### English (3 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3

### Humanities/Social Science Elective (3 Credits)

One social science or humanities elective in anthropology, economics, geography, history, mass media, political science, psychology, or sociology may be taken.

### Mathematics (8 Credits)

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4
MAT 205	Technical Mathematics II	4

## Science (8 Credits)

Course Code	Title	Credits
PHY 111	General Physics I	4
	PHY 112 or CHE 111	4

## Computer Science (3 Credits)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3

## Electrical/Electronics Technology (7 Credits)

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 202	Introduction To Industrial Electricity	3

## Mechanical Technology (21 Credits)

Course Code	Title	Credits
MEC 100	Introduction To Engineering Technology	3
MEC 101	Technical Drawing/CAD	3
MEC 102	Blueprint Reading & Technical Schematics	1
MEC 203	Introduction To Quality Control/ Quality Assurance	3
MEC 204	Manufacturing Processes	3
MEC 206	Principles of Fluid Power Systems	3
MEC 207	Industrial Maintenance	3
MEC 209	Industrial Health And Safety	2

## Mechanical Technology Tracks (11 Credits)

### Maintenance Track

Course Code	Title	Credits
MEC 208	Maintenance & Systems Reliability	1
MEC 217	Instrumentation	3
	CSC 230 or MEC 222 or ETE 105	3
	ETE 102 or ETE 104	4

### Manufacturing Track

Course Code	Title	Credits
MEC 205	Geometric Dimensioning And Tolerancing	2
MEC 212	Computer Aided Manufacturing (CAM)	3
MEC 215	Workforce Leadership	3
MEC 217	Instrumentation	3

### CAD Track

Course Code	Title	Credits
MEC 201	Solid Modeling & Animation With Autodesk Inventor/3D Studio Max	3
MEC 202	Advanced Solid Modeling With Solidworks	3
MEC 205	Geometric Dimensioning And Tolerancing	2
MEC 212	Computer Aided Manufacturing (CAM)	3

*NOTE:* The Mechanical Technology degree program features a course schedule with set classes in the Fall and Spring semesters. Not all classes are offered each semester. Students who start in the Spring and meet all other requirements may take five semesters to complete the program.

<b>Total Credits</b>	<b>64</b>
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# Nursing

## Degree Type

Associate of Applied Science

The Associate Degree in Nursing prepares students for a career as a Registered Nurse, with the potential to work in a variety of health care settings. Students successfully completing the program will be eligible to take the national licensure examination for registered nurses. The program is more fully described in the Clinton Community College Department of Nursing Student Handbook. (Clinton.edu/nursing) This program is fully registered by the University of the State of New York and is registered by NYSED Commissioner of Education. The registration of a program means that it has met the Department's standards for accreditation as provided in the Rules of The Board of Regents and the Regulations of the Commissioner of Education.

The program of study in professional nursing coursework is tightly organized and sequential. Students in the Nursing Program must follow the Nursing curriculum required course sequence. Students must successfully complete (with a "C" or better) all scheduled non-nursing courses in the same semester as the required nursing (NUR) course. A minimum of 62 credits with a grade point average of 2.5 is required for graduation. Students may earn course credit by enrollment or transfer, according to College and Nursing Program policy.

The Nursing Program is guided by the College's established values. Nursing faculty are attentive to providing for the diverse learning needs of students and are committed to providing relevant learning, leading to career paths and future educational objectives. Clinton student nurses are introduced to a holistic, caring philosophy which focuses on the humanness and uniqueness of each individual patient, within a highly technical and regulated healthcare environment. Emphasis is on the bio-psycho-social person who has a healthcare requirement. The program's tradition of excellence contributes to the fulfillment of the College's mission to be an integral and responsive contributor to the educational, economic, and social vitality of the community.

Students must successfully meet the criteria for promotion and graduation as defined in the Clinton Department of Nursing Student Handbook.

## Program Goals

1. Analyze and apply standards of nursing practice in functioning with integrity as a safe entry level nurse.
2. Examine and utilize caring behaviors in providing holistic care for diverse populations.
3. Communicate effectively with patients, families, and other members of the health care team.
4. Utilize self-awareness in the development of professional identity and demonstrate a commitment to lifelong learning.
5. Apply acquired critical reasoning skills to develop, implement, and evaluate a nursing plan of care.

## Minimum Degree Requirements (62 credits)

### English (3 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3

### Nursing (38 Credits)

Course Code	Title	Credits
NUR 103	Fundamentals of Nursing	7
NUR 104	Medical/Surgical Nursing I	5
NUR 105	Nursing Care of The Child-bearing Family	4
NUR 201	Medical/surgical Nursing II	5
NUR 202	Mental Health Nursing	4
NUR 203	Medical/surgical Nursing III	10
NUR 204	Pharmacology For Nurses	3

### Social Science (9 Credits)

Course Code	Title	Credits
PSY 101	Introduction To Psychology	3
PSY 230	Human Development	3
SOC 101	Introduction To Sociology	3

## Science (12 Credits)

Course Code	Title	Credits
BIO 204	Microbiology	4
BIO 228	Anatomy & Physiology I	4
BIO 229	Anatomy & Physiology II	4

## Prerequisites for Admission:

See page 10 under Competitive Degree Programs.

<b>Total Credits</b>	<b>62</b>
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# Renewable Energy Technologies

## Degree Type

Associate of Applied Science

The Renewable Energy Technologies Program is a hands-on, technology-based program of study that will award an A.A.S. degree. The program includes the study of electricity, electronics, wind energy production, power distribution, photovoltaic systems installation, operation, and maintenance, along with general education study in humanities, science, and technical math. The core courses have a specific focus on the preparation of graduates for immediate employment in a renewable energy field as installers, troubleshooters, sales, system engineering or technical support. Students may also pursue self-employment opportunities, expand existing business services to include renewable energy installation, maintenance and repair, or pursue advanced study.

Graduates of the program will not only be desired to fill jobs locally but will be able to work anywhere in the country where renewable energy is being produced. As the trend to rely more on renewable energy production continues to grow, trained technicians will be needed to service them. These technicians will require a strong background in industrial electricity, renewable energy production and transmission as well as knowledge of electronics systems in order to safely and competently work in this environment.

## Why consider the Renewable Energy Technologies degree at Clinton?

According to the American Council on Renewable Energy "Renewable energy technologies are at the center of New York's concerted strategy to move to a clean energy economy. The state is ranked in the top 10 states for installed wind generation capacity and installed solar generation capacity..." ACORE ranks New York as 8th in the nation in installed wind capacity and 7th in installed solar capacity. Steady expansion is expected.

The Occupational Information Network (O\*NET) is the nation's primary source of occupational information. According to O\*NET, projected growth in the renewable energy field from 2008 to 2018 is expected to be faster than average. The American Solar Energy Society recently

published the Green- Collar Jobs report showing that renewable energy and energy efficiency sectors generate more than 9 million jobs and \$1 trillion in annual revenue in the U.S., a trend that is likely to continue.

## Program Goals

Students will:

- Describe the role of renewable energy as an alternative energy source.
- Demonstrate an understanding of the mechanical and electro-mechanical systems of Renewable Energy Technologies.
- Install, maintain, troubleshoot, and repair photovoltaic renewable energy systems.
- Install, maintain, troubleshoot, and repair wind power systems.
- Demonstrate an understanding of electrical power delivery systems.
- Demonstrate proficiency with multiple types of electrical test equipment.
- Prepare to solve mathematical problems typically encountered in the Renewable Energy industry.

## Minimum Degree Requirements (60 Credits)

### English (3 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3

### Mathematics (8 Credits)

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4
MAT 205	Technical Mathematics II	4

### Science (8 Credits)

Course Code	Title	Credits
PHY 111	General Physics I	4

### Computer Science (3 Credits)

Course Code	Title	Credits
CSC 230	Introduction To Networking	3

## Electrical/Electronics Technology (21 Credits)

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 102	Electrical Circuits II	4
ETE 104	Electronics I	4
ETE 106	Photovoltaic Systems Theory3 And Design	
ETE 107	Photovoltaic Systems Installation And Maintenance	3
ETE 202	Introduction To Industrial Electricity	3

## Mechanical Technology (6 Credits)

Course Code	Title	Credits
MEC 102	Blueprint Reading & Technical Schematics	1
MEC 209	Industrial Health And Safety	2
MEC 217	Instrumentation	3

## Wind Energy and Turbine Technology (7 Credits)

Course Code	Title	Credits
WTT 101	Introduction To Wind Energy & Wind Turbine Technology	4
WTT 103	Safety At Height And Rescue1	
WTT 201	Power Generation & Delivery3	

## Free Electives (4 Credits)

Students must select one Clinton approved SUNY General Education Course.

### NOTES:

- It may take a student more than two years to complete this degree, or may require summer coursework, if basic skills courses are required.
- The Renewable Energy Technologies degree program features a course schedule with set classes in the fall and spring semesters. Not all classes are offered each semester. Students who start in the spring and meet all other requirements may take five semesters to complete the program.

Total Credits

60

# Wind Energy & Turbine Technology

## Degree Type

Associate of Applied Science

In the United States, wind power is at the top of the list of fast growing, new sources of electrical energy. In Clinton and Franklin Counties alone, 257 wind turbines have been constructed since 2007 with more slated to be installed over the next several years. As the number of wind turbines across the country continues to grow, trained technicians will be needed to service them. These technicians will require a strong background in industrial electricity and mechanical systems in order to safely and competently work in this exciting new energy sector.

Clinton classrooms and laboratories are well-equipped with modern equipment providing students with the type of hands-on training that's so important. Graduates of the Wind Energy & Turbine Technology program will be prepared to enter the workforce responsible for service work in current and future wind parks throughout the country. Graduates will not only be highly qualified to fill jobs locally but will be able to work anywhere wind turbines are located in the country. Due to the abundance of electrical and mechanical subject matter throughout the curriculum, students may also be positioned for work in other energy sectors such as hydro-power and traditional energy. After receiving an Associate Degree in Wind Energy & Turbine Technology students will be able to:

1. Identify the role of wind energy and turbine technology in alternative energy.
2. Demonstrate an understanding of the mechanical systems in modern wind turbines.
3. Demonstrate an understanding of electrical power delivery systems in modern wind turbines.
4. Maintain the mechanical and electrical systems of wind turbines.

The Wind Energy & Turbine Technology program can be completed in four semesters or two years. In order to graduate, students must successfully complete 61 credits with a grade point average of 2.0 or above. In order to complete the program in four semesters, students must place into the required courses upon entering school.

## Program Goals

- Provide students with background knowledge in electrical, mechanical, and fluid power at the entry level for wind turbine service technicians.
- Provide students with opportunities to demonstrate knowledge on the placement of wind turbines.
- Provide students with knowledge of safety practices used in utility scale wind turbines.
- Provide students with troubleshooting experiences at the entry-level for wind turbine service technicians.
- Prepare students to communicate effectively, both orally and in writing, as well as interact effectively within the work environment.
- Prepare students to solve mathematical problems typically encountered in the wind industry.

## Minimum Degree Requirements (62 Credits)

### English (3 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3

### Mathematics (8 Credits)

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4
MAT 205	Technical Mathematics II	4

### Computer Science (3 Credits)

Course Code	Title	Credits
CSC 230	Introduction To Networking	3

## Mechanical Technology (6 Credits)

Course Code	Title	Credits
MEC 102	Blueprint Reading & Technical Schematics	1
MEC 206	Principles of Fluid Power Systems	3
MEC 209	Industrial Health And Safety	2
MEC 222	Programmable Logic Controllers	3

## Electrical/Electronics Technology (14 Credits)

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 102	Electrical Circuits II	4
ETE 105	Digital Electronics I	3
ETE 202	Introduction To Industrial Electricity	3

## Wind Energy and Turbine Technology (13 Credits)

Course Code	Title	Credits
WTT 101	Introduction To Wind Energy & Wind Turbine Technology	4
WTT 102	Wind Turbine Mechanical Systems	3
WTT 103	Safety At Height And Rescue	1
WTT 201	Power Generation & Delivery	3
WTT 202	Turbine Troubleshooting & Repair	3

## Science (12 Credits)

Course Code	Title	Credits
ENV 210	Environmental Technology	4
PHY 111	General Physics I	4
MET 101	Meteorology	4

### NOTES:

- It may take a student more than two years to complete this degree, or may require summer coursework, if basic skills courses are required.
- The Wind Energy & Turbine Technology degree program features a course schedule with set classes in the fall and spring semesters. Not all classes are offered each semester. Students who start in the spring and meet all other requirements may take five semesters to complete the program.

**Total Credits**

**62**

# Applied Psychology

## Degree Type

Associate of Science

Earning an A.S. in Applied Psychology provides a considerable advantage to those who are looking to

secure employment in personal and home health care. Students who complete the program will have extensive knowledge in the liberal arts as well as areas that focus on the application of learning and behavior to enhance the lives of children and adults who are struggling with behavioral and/or developmental disabilities. Graduates will also have met the seamless transfer requirements to transfer into a SUNY four-year college or university as a rising junior in a psychology major.

## Program Goals

- Evaluate arguments with regard to psychological questions.
- Write using APA style to effectively communicate psychological information.
- Describe the psychological perspective on the human condition in a cultural context.
- Discuss psychological questions demonstrating diversity awareness and a global world view.
- Demonstrate the ability to apply psychological principles to other disciplines.
- Compare and contrast the major areas and theories in psychology.

## English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

## Mathematics & Science (14 Credits)

Course Code	Title	Credits
MAT 161	Elementary Statistics	3
	MAT 100 or higher	3
BIO 100	Human Biology	4
	One four-credit science course with a laboratory is required	4

## Psychology (15 Credits)

Course Code	Title	Credits
PSY 101	Introduction To Psychology	3
PSY 230	Human Development	3
PSY 240	Social Psychology	3
PSY 250	Applied Psychology	3
PSY 280	Abnormal Psychology	3

## Social Science (6 Credits)

Course Code	Title	Credits
SOC 101	Introduction To Sociology	3
	One three-credit social science elective is required	3

## History (3 Credits)

Course Code	Title	Credits
	One Three-Credit History Elective	3

## Humanities (9 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3
	One Three-Credit Foreign Language Elective	3
	One Three-Credit Humanities Elective in Art, Music, or Theatre, HUM 110 or MSM 239	3

## History (3 Credits):

Course Code	Title	Credits
	One Three-Credit History Elective	3

## Free Electives (9 Credits)

Students may take any credit-bearing courses they choose.

Students may use these credits to focus on an area of interest or to sample different academic disciplines.

**Total Credits**

**65**

# Certificate Programs

## Alcohol & Substance Abuse Counseling

**Degree Type**  
Certificate

The Human Services Alcohol & Substance Abuse Counseling Certificate Program is a 30-credit program designed to prepare students for entry-level employment or to enhance current employment within the addictions field. This certificate provides an academic and experiential foundation for skill development and ethical practice in the field of addiction counseling. All of the credit hours earned in the Alcohol & Substance Abuse Counseling Certificate Program are transferrable to the Human Services A.A.S. Degree Program. Additionally, completion of the certificate will cover the total 350 education hours required for credentialing by the New York Office of Alcohol and Substance Abuse Services (OASAS).

### Human Services (27 Credits)

Course Code	Title	Credits
HUS 101	Introduction To Human Services	3
HUS 105	Introduction To Basic Counseling Skills	3
HUS 108	Foundations For The Chemical Dependency Professional	3
HUS 110	Critical Topics In Chemical Dependency	3
HUS 175	Ethics of Chemical Dependency Counseling	3
HUS 201	Social Service Agencies	3
HUS 206	Group Skills For Human Services	3
HUS 210	Identification, Diagnosis, & Treatment Planning	3
HUS 284	Internship & Seminar For CASAC	6

### Additional Certificate Requirements

Students must place into college-level English.

<b>Total Credits</b>	<b>30</b>
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# Business Management

## Degree Type

Certificate

The Certificate in Business Management is designed for individuals seeking to advance their careers in their current positions or aspiring to new supervisory positions in a business. Students completing the certificate will have obtained college- level reading, writing, math and computer application skills. Core courses will give students background in the areas that will be beneficial to them in a supervisory role including Introduction to Business, Fundamentals of Accounting, Business Law, Principles of Management and Principles of Marketing or Business Communications. The certificate can be completed completely online. For college-ready individuals, the certificate can be completed in two semesters when studying full time.

## Degree Requirements (24 Credits)

Course Code	Title	Credits
ACC 110	Fundamentals of Accounting	3
BUS 101	Introduction To Business	3
	BUS 201 or BUS 213	
BUS 250	Principles of Management	3
BUS 260	Business Law I	3
CSC 102	Introduction To Microcomputer Applications	3
ENG 101	English Composition	3
MAT 100Q	Quantitative Literacy I	4
<b>Total Credits</b>		<b>24</b>

# Computer Support

## Degree Type

Certificate

The Computer Support Certificate includes several Information Technology courses and covers a wide variety of computer skills. This certificate is designed to prepare students for entry-level positions in computer support. All credits from this certificate are transferable to the Computer Information Systems Associate in Applied Science Degree Program.

## Degree Requirements (24 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
CSC 102	Introduction To Microcomputer Applications	3
CSC 121	Fundamental Concepts of Computing	3
CSC 201	Advanced Software Applications	3
CSC 220	Operating Systems	3
CSC 225	Computer Hardware	3
CSC 230	Introduction To Networking	3
CSC 215	Web Design & Programming	3
CSC 240	Networking II	3

## Additional Certificate Requirements

Students must place into Math 101 or above.

<b>Total Credits</b>	<b>24</b>
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## Industrial/Commercial Electrician

**Degree Type**  
Certificate

This Industrial/Commercial Electrician Certificate program will prepare students to become electrician helpers, electrician apprentices, maintenance technicians, or allow them to work in the electrical retail field. It will also assist those interested in gaining access to the International Brotherhood of Electrical Workers (IBEW) Local 910 Electrician Apprenticeship Program. The Certificate is a subset of courses offered in the proposed Industrial/Commercial Electrician A.O.S. Degree program. Students will develop knowledge in electrical construction and basic electrical theory while learning basic electrical construction skills. Topics include electrical theory, electrical circuits, and electrical construction along with supporting courses such as electrical blueprint reading and project estimating. All core courses are guided by the current version of the National Electric Code (NEC) Handbook.

### Industrial/Commercial Electrician (10 Credits):

Course Code	Title	Credits
ICE 101	Residential Electrical And Wiring	6
ICE 102	Electrical Blueprint Reading	2
ICE 202	Electrical Project Estimation	2

### Mathematics (8 Credits):

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4
MAT 205	Technical Mathematics II	4

### Electrical/Electronics Technology (8 Credits):

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 102	Electrical Circuits II	4

## Mechanical Technology (2 Credit):

Course Code	Title	Credits
MEC 209	Industrial Health And Safety	2
<b>Total Credits</b>		<b>28</b>

# Payroll

## Degree Type

Certificate

This program prepares students for work in the area of Payroll Accounting in most business and educational institutions and in some governmental agencies. This program not only provides payroll basics and advanced procedures, but it provides students with a variety of other skills, such as human resource management, computers in accounting, management, and public speaking.

## English (3 Credits):

Course Code	Title	Credits
ENG 101	English Composition	3

## Communications (3 Credits):

Course Code	Title	Credits
COM 101	Public Speaking	3

## Business (19 Credits):

Course Code	Title	Credits
ACC 120	Financial Accounting	4
ACC 159	Payroll Accounting	3
ACC 252	Computer Applications In Accounting	3
BUS 101	Introduction To Business	3
BUS 213	Business Communications	3
CSC 102	Introduction To Microcomputer Applications	3
<b>Total Credits</b>		<b>25</b>

# Renewable Energy Technologies

**Degree Type**  
Certificate

The Renewable Energy Technologies certificate is a laboratory- oriented, technological program of study that will award a College Certificate. The program includes 14 credits of English, technical math, environmental science, and computer networking, plus 18 credits of technology courses in subjects directly related to renewable energy. The technology courses have a specific focus of preparing graduates for immediate employment in the renewable energy field.

This program is unique as it will be one of two in New York State that is strong in electrical technology while providing instruction in both photovoltaic systems and wind power systems. This program allows students the opportunity to pursue a career in renewable energy technology. Students will be prepared to work as installers and troubleshooters. Additionally, students may pursue self-employment opportunities, expand existing business services to include renewable energy installation and maintenance, or pursue completion of the Renewable Energy Technologies A.A.S. or Wind Energy and Turbine Technician A.A.S. Degree program.

## English (3 Credits):

Course Code	Title	Credits
ENG 101	English Composition	3

## Mathematics (4 Credits):

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4

## Science (4 Credits):

Course Code	Title	Credits

## Computer Science (3 Credit):

Course Code	Title	Credits
CSC 230	Introduction To Networking	3

# Renewable Energy Technologies (18 Credits):

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 106	Photovoltaic Systems Theory3 And Design	
ETE 107	Photovoltaic Systems Installation And Maintenance	3
ETE 202	Introduction To Industrial Electricity	3
MEC 102	Blueprint Reading & Technical Schematics	1
WTT 101	Introduction To Wind Energy & Wind Turbine Technology	4
WTT 103	Safety At Height And Rescue1	
<b>Total Credits</b>		<b>33</b>

# Wind Turbine Service Technician

## Degree Type

Certificate

The Wind Turbine Service Technician Certificate program is a 33-credit program designed to prepare students to begin their career in wind energy or enhance current employment in the renewable energy industry. Students will acquire a strong background in industrial electricity and mechanical systems in order to safely and competently work in the wind industry. All of the credit hours in this certificate are transferable to the Wind Energy and Turbine Technology A.A.S. Degree program.

## Mathematics (4 Credits):

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4

## Computer Science (3 Credit):

Course Code	Title	Credits
CSC 230	Introduction To Networking	3

## Technology (26 Credits):

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 202	Introduction To Industrial Electricity	3
MEC 102	Blueprint Reading & Technical Schematics	1
MEC 206	Principles of Fluid Power Systems	3
MEC 209	Industrial Health And Safety	2
WTT 101	Introduction To Wind Energy & Wind Turbine Technology	4
WTT 102	Wind Turbine Mechanical Systems	3
WTT 103	Safety At Height And Rescue I	
WTT 201	Power Generation & Delivery	3
WTT 202	Turbine Troubleshooting & Repair	3
<b>Total Credits</b>		<b>34</b>

# Transfer Programs

## Criminal Justice

### Degree Type

Associate of Arts

The A.A. Degree Program in Criminal Justice is designed for students intending to transfer to four-year colleges and universities throughout the State University of New York (SUNY) system, as well as private institutions, where they can often enter with junior status and take additional courses to complete a bachelor's degree in Criminal Justice.

Students will complete a course of study that gives them a strong foundation of knowledge about crime, crime causation and criminal justice institutions. Students will also take courses in the various disciplines that make up the overall category of liberal arts: humanities, social sciences, mathematics, and science.

### Program Goals

The program will prepare students to:

- Have a thorough knowledge of the components of the criminal justice system and how they interact with each other.
- Apply analytical skills and substantive knowledge to specific justice problems.
- Communicate effectively, both orally and in writing.
- Transfer into a baccalaureate degree program.

## Minimum Degree Requirements (60 credits)

A minimum of 60 credit hours is required for the Criminal Justice Associate of Arts degree. If basic skills courses are required, degree completion will take more than four semesters.

### Basic Skills Courses:

If indicated by placement testing, basic skills courses in mathematics and English are required as prerequisite courses. These courses count as credit toward load and financial aid, but not toward graduation.

## English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

## Humanities (6 Credits)

Courses in art, music, philosophy, communication, English, theater, and foreign language may be taken.

Course Code	Title	Credits
COM 101	Public Speaking	3

## Social Science (6 Credits)

Course Code	Title	Credits
PSY 101	Introduction To Psychology	3
SOC 101	Introduction To Sociology	3

## Foundations for College Success (3 Credits):

Course Code	Title	Credits
FCS 101	Foundations For College Success	3

## History (6 Credits)

Course Code	Title	Credits
	One American History course	3
	One course in Western Civilization or Other World Civilization	3

## Mathematics (3 Credits)

Course Code	Title	Credits
MAT 103	Finite Mathematics	3

## Science with a lab (4 Credits)

Course Code	Title	Credits
	One four-credit science course with a laboratory is required	4

## **Criminal Justice (15 Credits)**

<b>Course Code</b>	<b>Title</b>	<b>Credits</b>
CRI 101	Introduction To Criminal Justice	3
CRI 201	Criminal Law	3
	CRI 207 or CRI 210	3
CRI 208	Corrections Theory & Practice	3
CRI 214	Ethics In Criminal Justice	3

## **Liberal Arts/Criminal Justice Electives (11 Credits):**

Six (6) of the credits must be in the liberal arts.

<b>Total Credits</b>	<b>60</b>
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# English

## Degree Type

Associate of Arts

The English A. A. is an interdisciplinary program designed for students who wish to major or minor in English at the baccalaureate level to seek career opportunities in diverse fields — such as creative, professional and/or institutional writing, education, and others—or use the acquired skills to pursue a variety of other degrees, like law, education, public relations, and many others that require strong verbal and writing skills. The program will focus on reading literary texts from various periods, developing critical skills required to analyze and write about these texts, as well as studying and practicing a variety of writing techniques.

## Program Goals

Students who graduate from the English A.A. Program will be able to:

- engage in critical reading of a variety of literary genres across multiple historical periods,
- recognize, understand, and explain various literary elements of texts,
- use literary terminology, critical methods, and various lenses of interpretation in their writing,
- write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources,
- conduct research, evaluate sources, and cite evidence using accurate MLA conventions,
- demonstrate the ability to use complex language in a variety of contexts, both written and spoken,
- make clear decisions of genre, audience, and rhetorical technique in their writing, and
- use current technologies to assist in the research and presentation of critical and creative writing.

## Requirements (60 credits)

A minimum of 60 credit hours is required for the English Associate of Arts degree. If basic skills courses are required, degree completion will take more than four semesters.

## English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

## English Elective Credits (15 Credits):

Any courses above ENG 102

## Humanities (9 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3
	One Three-Credit Foreign Language Elective	3
	One Three-Credit Humanities Elective in Art, Music, or Theatre, HUM 110 or MSM 239	3

## Social Science (6 Credits)

Course Code	Title	Credits
	One American History course	3
	One Western Civilization course: HIS121, 122, or FRE 250	3

## Psychology (3 Credits)

Course Code	Title	Credits
PSY 101	Introduction To Psychology	3

## Mathematics (6 Credits)

Any course above MAT 100

## Natural Science (4 Credits)

Course Code	Title	Credits
	One four-credit science course with a laboratory is required	4

## Informational Literacy (1 credit):

Course Code	Title	Credits
LIB 101	Library Research Skills	1

## Free Elective (10 Credits)

Students may take any credit-bearing courses they choose.

Students may use these credits to focus on an area of interest or to sample different academic disciplines.

<b>Total Credits</b>	<b>60</b>
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# Individual Studies

**Degree Type**  
Associate of Arts

The Individual Studies degree option provides students with a great deal of flexibility to develop their own course of study. Course concentration is divided mainly among the Humanities, Social Sciences, and Math/Science disciplines with a large number of electives and free electives completing the curriculum. Sixty credits are needed to receive the Associate in Arts in the Individual Studies Program. This program can be used either by students who are unsure of their plans and need flexibility to explore educational options, or by those who wish to develop their own personally planned course of study (approved by the College) because of special educational needs and career goals. A.A. Degree students usually emphasize the Social Sciences and Humanities. The A.A. Degree in Individual Studies is also intended to prepare students for transfer to similar four-year baccalaureate programs. Students who would like to pursue this degree must complete the Individual Studies Degree Application.

## Minimum Degree Requirements:

1. A minimum of 60 credit hours.
2. ENG 101S, RDG 095, MAT 098, if indicated by Placement Test.
3. English: ENG 101 and 102.
4. 18-20 credits distributed among Humanities (6 credits), Social Sciences (6 credits) and Math/Science (6-8 credits) disciplines.
5. 20-22 elective credits in one or more of the following areas: Humanities, Social Sciences, Math/Science.
6. 14 Free Electives in any credit courses approved by the college.
7. Students intending to pursue baccalaureate degree should make sure all courses are transferable.
8. A maximum of 15 credits may be granted for prior work/ life experiences if such experiences equal college-level learning. Students must complete 12 credits of college level work before having work/life experiences considered for credit towards degree.

<b>Total Credits</b>	<b>60</b>
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# Liberal Arts: Humanities & Social Science

## Degree Type

Associate of Arts

The liberal arts degrees require a student to take a sampling of courses in the various disciplines that make up the overall category of liberal arts: humanities, social sciences, mathematics, and science. Students will select courses in all the categories listed above, but those earning the Liberal Arts: Humanities/Social Science degree will take more courses in the humanities (art, music, literature, foreign language) and social sciences (history, psychology, political science, sociology).

The Humanities/Social Science degree is specifically designed to prepare students to transfer into a baccalaureate program in one of the humanities or social science disciplines. Graduates transfer to numerous four-year colleges and universities throughout the State University of New York (SUNY) system, as well as private institutions, where they can often enter with junior status and take additional courses to complete a bachelor's degree in a specific major.

Clinton also has specific articulation agreements with several institutions for a number of bachelor's degree programs. By carefully following the sequence of courses listed in the respective articulation agreement (available on Clinton's website by following the links: Current Students; Academics; Degrees/Certificates Offered; 2 + 2 Programs), students may be in a position to transfer into their junior year at the four-year college or university. Some of these agreements require students to cross register and take courses at the transfer institution while they are at Clinton, but this incurs no additional cost as long as the student is enrolled in at least twelve credit hours at Clinton.

## Program Goals

The program will assist students to:

- Develop a range of skills including critical thinking and problem solving.
- Increase information literacy.
- Develop knowledge and understanding of the human condition in a cultural context.
- Promote diversity awareness and a global view.
- Expand skills in written and oral proficiency.

- Promote proficiency in additional disciplines in order to gain breadth of experience in a variety of disciplines.
- Transfer to a four-year program.

## Minimum Degree Requirements (60 credits)

A minimum of 60 credit hours is required for the Liberal Arts Humanities/Social Science Associate of Arts degree. If basic skills courses are required, degree completion will take more than four semesters.

### Basic Skills Courses:

If indicated by placement testing, basic skills courses in mathematics and English are required as prerequisite courses. These courses count as credit toward load and financial aid, but not toward graduation.

### English (9 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3
	One English Elective.	3

### American History, Other World History, Western Civilization, or Foreign Language (3 credits)

One three-credit course is required.

### Humanities (9 Credits)

Courses in art, music, philosophy, communication, English, theater, Western Civilization, and foreign language may be taken. At least one Arts course is required for a Humanities/ Social Science degree.

### Social Science (12 Credits in Three Different Disciplines):

Courses in anthropology, economics, geography, history, political science, psychology, sociology, and mass media may be taken.

## Mathematics (6 Credits)

Two mathematics courses: MAT 101 or higher.

## Science (4 Credits)

Course Code	Title	Credits
	One four-credit science course with a laboratory is required	4

## Information Literacy (1 Credit):

Course Code	Title	Credits
LIB 101	Library Research Skills	1

## Electives (16 Credits)

Students may take any credit-bearing courses they choose.

Students may use these credits to focus on an area of interest or to sample different academic disciplines.

### NOTES:

- It may take a student more than two years to complete this degree, or may require summer coursework, if basic skills courses are required.

<b>Total Credits</b>	<b>60</b>
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# Applied Psychology

## Degree Type

Associate of Science

Earning an A.S. in Applied Psychology provides a considerable advantage to those who are looking to secure employment in personal and home health care. Students who complete the program will have extensive knowledge in the liberal arts as well as areas that focus on the application of learning and behavior to enhance the lives of children and adults who are struggling with behavioral and/or developmental disabilities. Graduates will also have met the seamless transfer requirements to transfer into a SUNY four-year college or university as a rising junior in a psychology major.

## Program Goals

- Evaluate arguments with regard to psychological questions.
- Write using APA style to effectively communicate psychological information.
- Describe the psychological perspective on the human condition in a cultural context.
- Discuss psychological questions demonstrating diversity awareness and a global world view.
- Demonstrate the ability to apply psychological principles to other disciplines.
- Compare and contrast the major areas and theories in psychology.

## English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

## Mathematics & Science (14 Credits)

Course Code	Title	Credits
MAT 161	Elementary Statistics	3
	MAT 100 or higher	3
BIO 100	Human Biology	4
	One four-credit science course with a laboratory is required	4

## Psychology (15 Credits)

Course Code	Title	Credits
PSY 101	Introduction To Psychology	3
PSY 230	Human Development	3
PSY 240	Social Psychology	3
PSY 250	Applied Psychology	3
PSY 280	Abnormal Psychology	3

## Social Science (6 Credits)

Course Code	Title	Credits
SOC 101	Introduction To Sociology	3
	One three-credit social science elective is required	3

## History (3 Credits)

Course Code	Title	Credits
	One Three-Credit History Elective	3

## Humanities (9 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3
	One Three-Credit Foreign Language Elective	3
	One Three-Credit Humanities Elective in Art, Music, or Theatre, HUM 110 or MSM 239	3

## Free Electives (9 Credits)

Students may take any credit-bearing courses they choose.

Students may use these credits to focus on an area of interest or to sample different academic disciplines.

<b>Total Credits</b>	<b>62</b>
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# Business Administration

## Degree Type

Associate of Science

The A.S. Degree Program in Business Administration is designed for students intending to transfer to four-year institutions. The program prepares students for a smooth transition, frequently with junior-level status, to many four-year colleges. Many students transfer to colleges that offer degrees in financial information and analysis; entrepreneurial studies; hotel, resort, and tourism; management; e-business; management information systems, international business, and accounting. Clinton has a 2+2 agreement with SUNY Plattsburgh in several areas including accounting, management, marketing, and international business.

## Program Goals

- Prepare students to apply the legal basis of business enterprises and the quantitative basis for measuring business functions.
- Prepare students to demonstrate a basic understanding of scientific methods, math, humanities, social sciences, and natural science.
- Prepare students to communicate effectively, both orally and in writing.
- Prepare students to demonstrate proficiency in using computer software.
- Prepare students for employment and/or transfer to a four-year program.

## Minimum Degree Requirements (61 credits)

### Accounting (8 Credits)

Course Code	Title	Credits
ACC 120	Financial Accounting	4
ACC 125	Managerial Accounting	4

### English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

## Mathematics (7 Credits)

Course Code	Title	Credits
MAT 161	Elementary Statistics	3
	MAT 215 or MAT 224	4

## Science (4 Credits)

Course Code	Title	Credits
	Natural Science Gen. Ed. Course	4

## Computer Science (3 Credits)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3

## Business (18 Credits)

Course Code	Title	Credits
BUS 101	Introduction To Business	3
BUS 210	Principles of Marketing	3
BUS 250	Principles of Management	3
BUS 260	Business Law I	3
BUS 261	Business Law II	3
	One business elective in any three-credit accounting, business or computer science	3

## Social Science (6 Credits)

Course Code	Title	Credits
ECO 101	Principles of Microeconomics	3
ECO 102	Principles of Macroeconomics	3

## History (3 Credits)

Course Code	Title	Credits
	US History or World History Gen. Ed. Course	3

## Humanities or History (6 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3
	The Arts or World	3
	Languages Gen. Ed. Course	

## Free Elective (3 Credits)

Students may take any credit-bearing courses they choose.

Students may use these credits to focus on an area of interest or to sample different academic disciplines.

<b>Total Credits</b>	<b>61</b>
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# Business Administration: Sport Management

## Degree Type

Associate of Science

The A.S. Business Administration: Sport Management Degree Program is designed to prepare students for entry and mid-level positions of employment in the Sport Management field or for a smooth transition into a four-year Bachelor of Sport Management Degree Program of their choice. This program will provide students the opportunity to build a solid base of general education courses and business courses and provide exposure to introductory sport management specific courses required for employment and for continuing their education at the Baccalaureate level. Further, the program aims to assist in preparing qualified employees/managers for the many sport, athletic, fitness, recreation, and tourism-related businesses locally, statewide, and nationally. The program provides students the foundation they need to seamlessly transfer to parallel bachelor's degree programs and assists in the development of the skills and expertise necessary to secure mid to upper-level employment in the vast array of career paths that encompass the sport management field upon completion.

## Program Goals

- Demonstrate proficiency in written and oral communication skills.
- Apply the legal basis of business enterprises and the quantitative basis for measuring business functions.
- Demonstrate proficiency in using computer software.
- Demonstrate an understanding of and appreciation for the various disciplines within the sport management profession.
- Analyze and demonstrate an understanding of sport's impact on society throughout history.
- Analyze, understand, and apply leadership concepts, skills and strategies related to sport management.

## Minimum Degree Requirements (62 credits)

## Accounting (4 Credits)

Course Code	Title	Credits
ACC 120	Financial Accounting	4

## English (3 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3

## Mathematics (3 Credits)

Course Code	Title	Credits
	Mathematics Gen. Ed. Course	3

## Science (4 Credits)

Course Code	Title	Credits
	Natural Science Gen. Ed. Course	4

## Information Management (3 Credits)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3

## Business (21 Credits)

Course Code	Title	Credits
BUS 101	Introduction To Business	3
BUS 201	Foundations of Sport Management	3
BUS 203	Leadership For Sport Professionals	3
BUS 210	Principles of Marketing	3
BUS 215	Human Resource Management	3
BUS 250	Principles of Management	3
BUS 260	Business Law I	3

## History or Social Science (12 Credits)

Course Code	Title	Credits
ECO 101	Principles of Microeconomics	3
SOC 101	Introduction To Sociology	3
SOC 202	Sport In Society	3
	US History or World History Gen. Ed. Course	3

## Humanities (9 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3
	The Arts or World Languages Gen. Ed. Course	3
	Humanities Gen. Ed. Course	3

## Elective (3 Credits)

Course Code	Title	Credits
	Free Gen. Ed. Elective	3
<b>Total Credits</b>		<b>62</b>

# Environmental Science

## Degree Type

Associate of Science

The Environmental Science A.S. degree program is to prepare students for transfer into a 4-year Environmental Science B.S. program with an appropriate mix of general education and specialized coursework in the natural sciences.

Students will develop a strong foundation in the sciences with courses in environmental science, ecology, geology, biology and chemistry. Courses in environmental science technology and environmental issues emphasize scientific project management skills and career pathways for environmental scientists. In addition to meeting other basic General Education requirements typical of the first two years of a B.S. degree, specialized environmental coursework will provide students with a skill set useful in the pursuit of their future employment in environmental engineering and remediation, natural resource management, or wastewater/drinking water treatment industries.

## Program Goals

The program will prepare students to:

- Problem-solve
- Accurately collect and record data in field and laboratory settings.
- Demonstrate computer literacy.
- Apply various sampling and data collection techniques to environmental media, including soils and water.
- Use publicly available resources necessary for environmental site investigation and management.

## Minimum Degree Requirements (60 credits)

A minimum of 60 credit hours is required for the Environmental Science Associate of Science degree. If basic skills courses are required, degree completion will take more than four semesters.

## Basic Skills Courses:

If indicated by placement testing, basic skills courses in mathematics and English are required as prerequisite courses. These courses count as credit toward load and financial aid, but not toward graduation.

## English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

## Social Science (3 Credits)

Course Code	Title	Credits
	One Social Science course	3

## History or Humanities (6 Credits)

Credits in two of the following areas must be taken: American History, Western Civilization, Other World Civilizations, the Arts, or Foreign Language Gen. Ed. course.

## Mathematics (7 Credits)

Course Code	Title	Credits
MAT 161	Elementary Statistics	3
MAT 204	College Algebra With Trigonometry II	4
MAT 224	Calculus I	4

## Environmental Science (9 Credits)

Course Code	Title	Credits
ENV 210	Environmental Technology	4
ENV 220	Seminar In Environmental Issues	1

## Biological Sciences (12 Credits)

Course Code	Title	Credits
BIO 101	General Biology	4
BIO 102	General Biology II	4
BIO 206	Ecology	4

## Chemistry (8 Credits)

Course Code	Title	Credits
CHE 111	General Chemistry I	4
CHE 112	General Chemistry II	4

## Geology (4 Credits)

Course Code	Title	Credits
GEL 101	Physical Geology	4

## Scientific Literacy (1 Credit)

Course Code	Title	Credits
SCI 110	Foundational Skills In Science	1

## Information Literacy (3 Credits)

Course Code	Title	Credits
CSC 102	Introduction To Microcomputer Applications	3

## Free Elective (1 Credit)

<b>Total Credits</b>		<b>60</b>
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# Individual Studies

## Degree Type

Associate of Science

The Individual Studies degree option provides students with a great deal of flexibility to develop their own course of study. Course concentration is divided mainly among the Humanities, Social Sciences, and Math/Science disciplines with a large number of electives and free electives completing the curriculum. Sixty credits are needed to receive the Associate in Science in the Individual Studies Program. This program can be used either by students who are unsure of their plans and need flexibility to explore educational options, or by those who wish to develop their own personally planned course of study (approved by the College) because of special educational needs and career goals. A.S. Degree students usually have a strong concentration in Math/Science. The A.S. Degree in Individual Studies is also intended to prepare students for transfer to similar four-year baccalaureate programs. Students who would like to pursue this degree must complete the Individual Studies Degree Application.

## Minimum Degree Requirements:

1. A minimum of 60 credit hours.
2. ENG 101S, RDG 095, MAT 098, if indicated by Placement Test.
3. English: ENG 101 and 102.
4. 20-21 credits distributed among Humanities (3 credits), Social Sciences (6 credits), and Math/Science disciplines (11-12 credits).
5. 3-4 elective credits in one of the following areas: Humanities, Social Sciences, Math/Science.
6. 30 Free Electives in any credit courses approved by the college.
7. Students intending to pursue baccalaureate degree should make sure all courses are transferable.
8. A maximum of 15 credits may be granted for prior work/ life experiences if such experiences equal college-level learning. Students must complete 12 credits of college level work before having work/life experiences considered for credit towards degree.

**Total Credits**

**60**

# Liberal Arts: Math & Science

## Degree Type

Associate of Science

The liberal arts degrees require a student to take a sampling of courses in the various disciplines that make up the overall category of liberal arts: humanities, social sciences, mathematics, and science. Besides sampling courses in all the categories listed above, students earning the Liberal Arts Math/Science degree will take more courses in mathematics (e.g., algebra, calculus, statistics) and natural sciences (e.g., biology, chemistry, physics, environmental science).

The Math/Science degree is specifically designed to prepare students to transfer into a baccalaureate program in mathematics, natural sciences, or a related discipline. Graduates transfer to numerous four-year colleges and universities throughout the State University of New York (SUNY) system, as well as private institutions, where they enter with junior status and take additional courses in one of these specialized areas to gain a strong base of knowledge.

## Program Goals

- Prepare Math/Science majors to problem-solve.
- Prepare Math/Science majors to use appropriate technology.
- Prepare Math/Science majors to communicate effectively.
- Prepare Math/Science majors to transfer to a four-year institution in mathematics, science, or a related field.

## Minimum Degree Requirements (60 credits)

A minimum of 60 credit hours is required for the Liberal Arts Math/Science Associate of Science degree. If basic skills courses are required, degree completion will take more than four semesters.

## English (6 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

## Humanities (6 Credits)

Course Code	Title	Credits
	Humanities Gen. Ed. Course	3
COM 101	Public Speaking	3

## Social Science (3 Credits)

Course Code	Title	Credits
	One three-credit social science elective is required	3

## History (3 Credits)

Course Code	Title	Credits
	One Social Science course	3

## College Success (3 Credits):

Course Code	Title	Credits
FCS 101	Foundations For College Success	3

## Information Literacy (1 Credit):

Course Code	Title	Credits
SCI 110	Foundational Skills In Science	1

## Mathematics (7 Credits):

Course Code	Title	Credits
MAT 161	Elementary Statistics	3
MAT 224	Calculus I	4

## Tracks - 31 Credits (choose one track):

### General Track

Course Code	Title	Credits
	Natural Science Gen. Ed. course with Lab	4
	Natural Science Gen. Ed. course with Lab	4
	STEM Electives	12
	Free Electives (11 Credits)	11

## Biology Track

Course Code	Title	Credits
BIO 101	General Biology	4
BIO 102	General Biology II	4
CHE 111	General Chemistry I	4
CHE 112	General Chemistry II	4
CHE 241	Organic Chemistry I	4
	Bio Track Elective 1*	4
	Bio Track Elective 2*	4
	Free Gen. Ed. Elective	3

## NOTES:

- The Math & Science degree program features a course schedule with set classes in the fall and spring semesters. Not all classes are offered each semester. Students who start in the spring and meet all other requirements may take five semesters to complete the program.

The Math & Science A.S. degree is a two-year transfer program designed to provide students with course preparation for a baccalaureate program in mathematics, natural sciences or a related field. Graduates may transfer to numerous four- year colleges and universities with junior status and benefit from general education coursework that transfers throughout the State University of New York (SUNY) system and to most private institutions. To best serve students, Clinton offers a number of articulation agreements, as well as transfer scholarships, such as the following:

### **Articulation Agreements and Advisement Options in Biology, Chemistry, Biochemistry, and Environmental Science**

Students in these programs complete 60-67 credit hours at Clinton, working to complete the SUNY general education requirements and to build a strong foundation in the physical sciences.

Graduates from four-year programs in biology, chemistry, biochemistry, and environmental science typically advance toward graduate degrees and/or seek careers in medicine, health, agriculture, pharmaceuticals, environmental science, or industrial, private or public research laboratories.

### **Articulation Agreements with Upstate Medical University**

Articulation Agreements in Cardiovascular Perfusion, Medical Imaging Sciences, Medical Technology, Radiation Therapy Technology, and Respiratory Care. Graduates of this program seek careers in healthcare settings such as operating room specialists, working with physicians, or within anatomical pathology, radiology or clinical laboratories. Students in this program typically complete 60-64 credit hours at Clinton, working

to complete the SUNY general education requirements and to establish a strong foundation in science coursework.

**Articulation Agreements and Advisement Options with Paul Smith's College, SUNY ESF and SUNY ESF – Wanakena Ranger School**

After completing approximately 60 credits at Clinton, students interested in forestry or natural sciences may transfer to Paul Smith's College or SUNY ESF to pursue a bachelor's degree. After completing approximately 30 credits at Clinton, students may transfer to Wanakena Ranger School to pursue an associate's degree in Forest Technology, Land Surveying Technology or Environmental and Natural Resources Conservation.

**NOTE:**

*These credit hours of coursework earn the student an Associate of Science degree in Liberal Arts & Science - Math & Science at Clinton Community College and are equivalent to what most majors would take during the freshman and sophomore years at SUNY Plattsburgh, SUNY ESF, Upstate Medical University, or Paul Smith's College. By carefully following the sequence of courses listed in the respective articulation agreement (available on the Clinton website), students will be in position to transfer to their junior year at the four-year college or university.*

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**Total Credits**

**60**



# Courses

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## Accounting

### ACC 110: Fundamentals of Accounting

In this course, students learn the basic accounting principles needed to effectively make business decisions as a manager. Course topics include 1) a review of mathematical concepts and applications; 2) an overview of accounting theory; 3) financial statement analysis; 4) roles of financial and managerial accounting in businesses; and 5) costing and budgeting methods used by businesses.

**General Ed Category**

The Arts

Humanities

**Credits 3****Prerequisites**

[MAT 100](#) or higher

**Semester Offered**

Offered upon sufficient demand

### ACC 120: Financial Accounting

This is a course of study that introduces financial accounting and financial reporting for business entities. It offers an introduction to accounting information system with emphasis on measuring, reporting, and using accounting information related to operating, investing, and financing activities, and involves detailed discussion of accounting concepts and issues concerning the financial position, income statement, statement of stockholders' equity and statement of cash flows.

**Credits 4****Prerequisites**

[MAT 100](#) or higher and placement into [ENG 101](#).

**Semester Offered**

Offered Fall and Spring

### ACC 125: Managerial Accounting

This is a course of study that introduces managerial accounting for business entities. It offers an introduction to managerial accounting topics including cost analysis, cost allocation, job order and process costing systems, activity-based-costing, cost-volume-profit analysis, short-run decision making, budgeting, standard costing and variance analysis, capital budgeting decisions, and financial statement analysis. Accounting ethics and values are also emphasized.

**Credits 4****Prerequisites**

[ACC 120: Financial Accounting](#)

**Semester Offered**

Offered Fall and Spring

### ACC 159: Payroll Accounting

The goals of this course are to develop an understanding of personnel and payroll records that provide information required by numerous laws. Payroll accounting systems using payroll registers, recording of accounting entries and payroll are presented relating to the payments of wages and salaries. A computerized payroll project is required.

**Credits 3****Prerequisites**

[ACC 120: Financial Accounting](#)

**Semester Offered**

Offered Fall only

### ACC 202: Cost Accounting

A study of cost accounting, embracing an inquiry into the methods of accounting for materials, labor and overhead in a manufacturing operation. Standard cost systems and managerial cost applications are also covered.

**Credits 3****Prerequisites**

[ACC 125: Managerial Accounting](#)

**Semester Offered**

Offered upon sufficient demand

## ACC 251: Federal Income Tax

The more important provisions of Federal Income Tax and the interrelationships between income tax rules and accounting principles utilized in developing taxable income information are emphasized.

**Credits** 3

### **Prerequisites**

[ACC 120: Financial Accounting](#)

### **Semester Offered**

Offered upon sufficient demand

## ACC 252: Computer Applications In Accounting

The course is designed to provide students with the necessary skills to analyze, process, and report accounting information by utilizing three (3) accounting methods: 1) manual accounting applications, 2) Microsoft Excel, and 3) computerized accounting software system (QuickBooks Pro). Through the use of a manual practice set students will be exposed to realistic documents and records, including multi-copy business forms, to enhance their learning experience and reinforce knowledge gained by students in [ACC 120](#). Course will then provide hands-on experience in accounting uses of Microsoft Excel. This section includes using multiple sheets with Excel formulas, preparing professional quality financial reports, creating graphs to interpret results and using Excel functions to evaluate accounting data. The course will conclude by having students learn how to setup and maintain new company systems, manage chart of accounts and ledgers, analyze and enter transactions, generate financial reports, import/export data, manage files, and manage system security by using a computerized accounting software system.

**Credits** 3

### **Prerequisites**

[ACC 120](#) and [CSC 102](#)

### **Semester Offered**

Offered Spring only

## ACC 285: Tax Internship

The goal of this internship is a supervised, on-the-job work experience related to the study of Federal Income Tax. Students must pass Federal Income Tax tests consisting of five parts (Ethics, Basic, Intermediate, Advanced, and Heath Savings Accounts). Students are required to attend seminars (45 hours of class offered both online and live) prior to the official start of the spring semester. Students are required to submit certificates of Course Completion (Ethics, Basic, Intermediate, Advanced, and Heath Savings Accounts) to the instructor. Students are also required to work no less than 90 hours preparing personal Federal and State income tax returns. Students will receive additional training from their Tax Counseling for the Elderly/Volunteer Income Tax Assistance (TCE/VITA) volunteer supervisors and will obtain practical experience relating to work place policies and procedures.

**Credits** 3

### **Prerequisites**

[ACC 251](#) (Federal Income Tax) or permission of professor.

### **Semester Offered**

Offered Spring only

## Anthropology

### ANT 101: Cultural Anthropology

This course is a survey of human's cultural evolution from a hunting and gathering society to the modern industrial state. Kinship systems, social and political organizations, economic structures, religious beliefs and artistic achievements of non-western culture will be studied and compared to western culture.

### **General Ed Category**

Social Sciences

**Credits** 3

### **Prerequisites**

Placement in [ENG 101](#)

### **Semester Offered**

Offered Fall and Spring

# Art

## ART 100: Art Appreciation

This lecture course examines the visual arts. Painting, drawing, printmaking, multimedia art, the crafts, architecture, and sculpture are examined and defined through an analysis of heritage, contemporary criticism, process, and product. Students learn the expressive and communicative language of aesthetic form (i.e. line, shape, color) and its integral relationship to content within a work of art. The cultural use of artist materials and how artists create visual art using media will be explored. A survey of art of the world will study the impact of art on human history. The course includes lecture, text, and digital materials.

### **General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered Fall and Spring

## ART 101: Introduction To Design

This course involves the exploration and uses of the elements and principles of design. Students will gain an understanding and develop a sensitivity to the fundamentals of design and composition by manipulation and creative solving of design problems. Through design problems (assignments - both in and outside of class), group viewings, lecture/demonstrations, students will learn the theory, history and purposes of design and its universal qualities and applications. T

### **General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered Spring only

## ART 103: Introduction To Drawing

This studio course is an introduction to the applied art of drawing. Hands-on creative problem solving and strong work ethic are highly encouraged in a studio atmosphere. Through in-depth projects and personalized demonstrations, students will gain greater insight, sensitivity, and understanding of how to create and finish a drawing as a work of art. The student will study techniques and media to sharpen visual/perceptual skills and, in turn, become more confident to pursue drawing as an artist.

### **General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered Fall and Spring

## ART 104: Introduction To Painting

This course is an introduction to the applied art of oil painting. Through in-depth projects and personalized demonstrations, students will gain greater insight, sensitivity, and understanding of how to create and finish a painting as a work of art. Students will develop a working knowledge of oil painting materials and techniques. Personalized studio demonstrations and experiences, will increase students' understanding of painting, not only as a means of self expression, but also as away of heightening perception. Hands-on creative problem solving and strong work ethic are highly encouraged in a studio atmosphere.

### **General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered Fall and Spring

## ART 107: Introduction To Watercolor

This course is an introduction to watercolor painting. Through hands-on exercises and demonstrations, students will gain insight, skill and understanding to create original watercolor paintings. Students will develop a working knowledge of beginning level watercolor materials and basic techniques. In-class demonstrations and individual participation will help to develop greater understanding of watercolor painting, not only as a medium for self-expression but to broaden personal observation skills. Class involvement and a strong work ethic are encouraged in this course.

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## ART 108: 3D Design

In this introductory level course, hand-on experiences emphasize individual creative solutions to problems as they relate to the elements and principles of 3D Design. Students will explore 3D processes used in building three dimensional artwork, creating examples that explore construction, casting, carving, modeling and assemblage. This course is part of the SUNY Seamless Transfer Pathway in Art.

**General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered Fall only

## ART 110: Introduction To The Arts

This course offers a general survey of the humanities. Art, music, literature, theater, and philosophy are studied and discussed from a historical and cultural context. Students are encouraged to think critically while evaluating the humanistic disciplines and their bearing on wider social ideals, issues, and questions.

**General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## ART 111: Traditional Photography

This studio art course introduces the student to the mechanics of the film camera and lens and includes an introduction to the basic and historic darkroom techniques involving film processing and fine-art printmaking. Further emphasis will focus on the aesthetic principles and concepts of black and white photography including composition, contrast, photographic context, semiotics, print analysis and archival printing. Cameras are available for student use and supplies can be purchased at the bookstore as if purchasing a textbook.

**General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## ART 112: Photography II

This course is an extension of [ART 111](#), Photography I. It introduces students to fine art photographic applications, medium format photography, and studio photography, all of which broaden the student's experience and skills both with the camera and in the darkroom. (Students must provide their own cameras and will have to purchase film and photo paper.)

**Credits** 3

**Prerequisites**

[ART 111: Traditional Photography](#)

**Semester Offered**

Offered upon sufficient demand

## ART 113: Digital Photography

This introductory course is a unique combination of the exploration of digital photography and the use of computer imaging to capture, manipulate and enhance a photograph. Through the use of Adobe Creative Suite software, the student will learn how to edit, manipulate, and save photographs, using Adobe Photoshop and how to manage their digital files, using Adobe Bridge. The student will also be introduced to the basics of photography utilizing the digital camera. The student will acquire skills including exposure for the digital camera; file formats; composition; the creative use of aperture and shutter speed; lighting characteristics and white balance; and understanding and manipulating histograms. The student will also become familiar with the terms of digital technology. Students must have access to a digital camera.

### **General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered Fall and Spring

## ART 114: Introduction To Illustration

This course is an introduction to the professional field of illustrative drawing and painting. The student will work with traditional media (such as pen and ink, oil and acrylic paints) to create images for use in a variety of areas within the field such as Book Publishing, Advertising, Pre-Production Concepts, and Editorial. While employing a range of techniques, the student will use their knowledge of drawing and painting to begin building a professional portfolio.

### **General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## ART 115: Art of The Western World: Ancient Through Medieval

This course is a survey of visual art from the ancient era to the medieval with a focus on western traditions. We will study developments in art from the Paleolithic era to the Gothic era with attention devoted to the significant works of art made within this time frame. Students will learn the expressive and communicative language of aesthetic form (i.e. line, shape, color) and its integral relationship to content within a work of art. The cultural use of artistic materials and how artists responded to their world creating visual art will be explored. The course includes lecture, text, and digital materials applications. The course will be sequenced with Art of the Western World: Renaissance through the Twentieth Century.

### **General Ed Category**

The Arts

Humanities

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## ART 116: Art of The Western World: Renaissance Through The Twentieth Century

This course is a survey of visual art from the renaissance through the modern era with a focus on western traditions. We will study developments in art from the renaissance through the twentieth century with attention devoted to the significant works of art made within this time frame. Students will learn the expressive and communicative language of aesthetic form (i.e. line, shape, color) and its integral relationship to content within a work of art. The cultural use of artistic materials and how artists responded to their world creating visual art will be explored. The course includes lecture, text, and digital materials applications. The course will be sequenced with Art of the Western World: Ancient through Medieval. T

### **General Ed Category**

The Arts

Humanities

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## ART 120: Drawing II

This studio course is a continuation of [ART 103](#) Introduction to Drawing. Hands-on creative problem solving and strong work ethic are highly encouraged in a studio atmosphere. Through observational drawing projects students will gain greater insight, sensitivity, and understanding of how to create and finish a drawing as a work of art. The student will study techniques and media to sharpen observational skills and, in turn, become more confident to pursue drawing as an artist.

**Credits** 3

**Prerequisites**

[ART 103](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand

## Biology

### BIO 100: Human Biology

This course is a general science course for non-science majors. It covers general topics in biology including chemistry, cells, cell division, genetics, protein synthesis, biotechnology, and bioethics. Several body systems including the circulatory, respiratory, digestive, and immune systems are also covered. The objective is to raise students' science literacy to enable them to understand scientific issues for making personal and public policy decisions. There are three hours of lecture and one two-hour laboratory per week. Students who have received credit for BIO 101 or BIO 102 cannot subsequently receive credit for BIO 100. In the case that a student completes BIO 100 prior to completing BIO 101 or 102, then BIO 100 will count as a free elective credit only.

**General Ed Category**

Natural Sciences (and Scientific Reasoning)

**Credits** 4

**Corequisites**

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

**Semester Offered**

Offered Fall and Spring

## BIO 101: General Biology

This course is the first of a two-semester introductory course covering some central biology concepts, including molecular and cellular bases of life, photosynthesis, cellular respiration, cellular reproduction, and introductory concepts of genetics, inheritance, and biotechnology. The laboratory experience emphasizes problem-solving and data analysis using the process of scientific inquiry and the application of concepts discussed in lecture. The laboratory experience emphasizes lab documentation and the use of a variety of biological instrumentation. There are three hours of lecture and one two-hour laboratory per week. Students who have received credit for BIO 101 or BIO 102 cannot subsequently receive credit for [BIO 100](#). In the case that a student completes [BIO 100](#) prior to completing BIO 101 or 102, then [BIO 100](#) will count as a free elective credit only. Students are strongly advised to take SCI 110 during the first seven week offering along with BIO 101 in the given semester or take SCI 110 prior to taking BIO 101.

**General Ed Category**

Natural Sciences (and Scientific Reasoning)

**Credits** 4

**Prerequisites**

Placement into [MAT 100](#) or higher.

**Corequisites**

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

**Semester Offered**

Offered Fall, Spring and Summer

## BIO 102: General Biology II

This course is a continuation of [BIO 101](#). Topics include evolution, biological diversity, plant structure and function, animal systems, and development and reproduction, and introductory concepts of ecology. The laboratory reinforces concepts discussed in lecture emphasizing evolution, plant and animal diversity, and anatomy and physiology of selected plants and animals. There are three hours of lecture and two hours of laboratory per week. Students who have received credit for [BIO 101](#) or BIO 102 cannot subsequently receive credit for [BIO 100](#). In the case that a student completes [BIO 100](#) prior to completing [BIO 101](#) or 102, then [BIO 100](#) will count as a free elective credit only.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

[BIO 101: General Biology](#)

### Corequisites

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### Semester Offered

Offered Fall and Spring

## BIO 204: Microbiology

This course is an introduction to the study of bacteria, viruses and eukaryotic members of the microbial world with an emphasis on their relationship to health and disease. Course topics include microbial structure, growth and replication, metabolism, pathogenicity of microorganisms, and the control of microbial growth. The laboratory includes basic techniques, such as staining, aseptic technique, and methods of bacterial identification. There are three hours of lecture and one two-hour laboratory per week.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

Successful completion of [BIO 101](#) or acceptance into Clinton Nursing Program or Permission of Instructor.

### Corequisites

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### Semester Offered

Offered Fall and Spring

## BIO 206: Ecology

This course introduces basic relationships between organisms and their environment. It includes a study of the abiotic environment, natural selection, population ecology, growth and genetics, species interactions, energy flow and nutrient cycling, geographic ecology, and animal behavior. There are three hours of lecture and one two-hour laboratory each week. Field trips may be included in the laboratory.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

[BIO 101: General Biology](#)

### Corequisites

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### Semester Offered

Offered Fall only

## BIO 228: Anatomy & Physiology I

This course is the first of a two-semester, comprehensive survey of the ten organ systems of the human body, integrating chemical bases of the physiology of each system with structure and function. Includes a study of cells and tissues, integumentary, skeletal, digestive, respiratory, urinary and reproductive systems. The laboratory section of the course includes mammalian dissection and direct observation, by experiment, of the natural laws governing human physiological processes. There are three hours of lecture and one two-hour laboratory per week. \*Students should have taken biology within the past 5 years to be prepared for this course.

**Credits** 4

### Prerequisites

Successful completion of [BIO 101](#) or acceptance into Clinton Nursing Program or Permission of Instructor.

### Corequisites

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### Semester Offered

Offered Fall, Spring and Summer



## BIO 229: Anatomy & Physiology II

BIO 229 is a continuation of [BIO 228](#). The muscular, nervous, endocrine, cardiovascular, lymphatic and immune systems are covered. There are three hours of lecture and one two-hour laboratory per week.

**Credits** 4

**Prerequisites**

[BIO 228](#) - Anatomy and Physiology

**Semester Offered**

Offered Fall and Spring

## BIO 250: Biotechnology

This course provides an introduction to biotechnology and its application in a variety of medical, clinical and science disciplines. Topics covered include GLP, GMP, solution chemistry, spectroscopy, chromatography, basic microbiology techniques and DNA and protein purification/separation techniques. This course emphasizes basic laboratory skills essential for beginning level employment in clinical, pharmaceutical and biotechnology laboratories. This course is well suited to students in all majors programs. There are three hours of lecture and one two-hour laboratory per week.

**Credits** 4

**Prerequisites**

[BIO 100](#), [BIO 101](#) or [CHE 101](#)

**Corequisites**

[ENG 101](#)

**Semester Offered**

Offered upon sufficient demand

## Business

### BUS 101: Introduction To Business

Introduction to business will identify the role and purpose of business and provide an overview of individual function areas of business including management accounting, finance, marketing, and operations. Course will focus on ethics and social responsibility of businesses and the influence of the global, financial, and legal environment by applying business concepts and vocabulary to case studies.

**Credits** 3

**Semester Offered**

Offered Fall and Spring

## BUS 110: Personal Finance

Designed to help the student reason and understand the basis of his/her own personal finance decisions in everyday activities. Attention is given to personal income and personal expenditures, borrowing, and the use of personal credit. Introductory personal investment practices, insurance, annuities, home investment, securities and mutual funds will also be covered, as well as taxes and estate planning.

**Credits** 3

**Semester Offered**

Offered Fall only

## BUS 153: Quantitative Business Skills

This course is an applications-based course using quantitative skills through applying mathematical operations to the solution of practical problems in general business, retailing, accounting, consumer credit, and personal finance. Topics include percentages, simple and compound interest, establishing retail pricing, discounts, depreciation, payroll, taxes, bank statements and reconciliation, preparing accounting financial reports, consumer credit, investing, annuities, and statistics. This course does not fulfill a Math requirement and cannot be used as a Math elective. Business and Accounting majors can use it to fulfill a BUS/ACC elective and other students can use it to fulfill a free elective.

**Credits** 3

**Prerequisites**

Placement into [MAT 100](#) or equivalent.

**Semester Offered**

Offered upon sufficient demand

## BUS 201: Foundations of Sport Management

Foundations of Sports Management is designed to provide students with an overview of sports management issues, trends, and career opportunities. The course will examine marketing, financial, ethical and legal management principles and apply those principles to amateur, professional and lifestyle sport settings.

**Credits** 3

**Prerequisites**

[BUS 101](#), [ENG 101](#)



## **BUS 203: Leadership For Sport Professionals**

Leadership for Sport Professionals will introduce students to theories, approaches, and styles of leadership, as well as, the role that ethics and ethical decision making play in shaping leader behavior. Students will analyze leadership practices within different sport settings. Case studies of sport leaders from multiple sport levels and structures will be used to examine best practices in sport leadership. Critical issues in sport leadership such as gender and ethnicity will be examined as well. Students will also begin to explore their own leadership thoughts and tendencies and emphasis will be placed on the promotion of personal leadership development with a focus towards successful sport leadership.

**Credits** 3

**Prerequisites**

[ENG 101](#)

## **BUS 209: Small Business Management**

This course is designed to provide students with real life applications in a business setting. The student will be responsible for all applications: accounting, federal taxes, NYS Corporate franchise taxes, and all other necessary business activities such as financing, purchasing, inventory, budgeting, marketing, sales, internal and external communication, asset control, and human resources. The course will be reinforced by using a text, Quick Books, and Turbo Tax.

**Credits** 3

**Prerequisites**

[BUS 101](#) and [ACC 120](#)

**Semester Offered**

Offered upon sufficient demand

## **BUS 210: Principles of Marketing**

A study of methods, policies and institutions involved in the distribution of goods and services, including an analysis of consumer and industrial markets, channels of distribution, and the organization of a marketing program. Students will be required to read current literature in the field.

**Credits** 3

**Prerequisites**

[BUS 101: Introduction To Business](#)

**Semester Offered**

Offered Fall only

## **BUS 211: International Business Management**

Introduces the concepts and mechanics of conducting business in a global environment. Topics focus on the United States and its trade relations with other countries.

**Credits** 3

**Prerequisites**

[BUS 101: Introduction To Business](#)

**Semester Offered**

Offered upon sufficient demand

## **BUS 213: Business Communications**

Designed to give a comprehensive view of communication: its scope and importance in business, its role in establishing a favorable outside-the-firm environment, and effective internal communication program. The various types of business communication media are covered. The course also develops an awareness of the importance of succinct written expression to modern business communication. Required assignments are to be typewritten.

**Credits** 3

**Prerequisites**

[ENG 101](#)

**Semester Offered**

Offered Fall and Spring

## **BUS 215: Human Resource Management**

A study of the utilization of the workforce in business. Text material, discussions, and case studies are used in preparation for the responsibility of supervising and managing people.

**Credits** 3

**Prerequisites**

[BUS 101: Introduction To Business](#)

**Semester Offered**

Offered upon sufficient demand

## **BUS 218: Business Ethics**

This course introduces the topic of ethics from a broad based global and practical basis and from the perspective of our Clinton Community College professionals. This course emphasizes the importance of oral communication in business and modern society, and will prepare students for their experiences throughout SUNY. Through research, case studies, class presentations, and guest presenters, students will be introduced to the contemporary issues of ethics, morality and social responsibility that face today's business community.

**Credits** 3

**Prerequisites**

[ENG 101](#)

**Semester Offered**

Offered upon sufficient demand

## **BUS 250: Principles of Management**

Studies theories and techniques of management, including case studies of managers in action and the problems they face.

**Credits** 3

**Prerequisites**

[BUS 101: Introduction To Business](#)

**Semester Offered**

Offered Spring only

## **BUS 260: Business Law I**

Introduces fundamental legal principles and their applications to business and everyday life. Includes law and society, contracts, agency, sales, commercial paper, bailments, and secured transaction.

**Credits** 3

**Prerequisites**

[BUS 101: Introduction To Business](#)

**Semester Offered**

Offered Fall and Spring

## **BUS 261: Business Law II**

A continuation of [BUS 260](#) covering partnerships and corporations, real and personal property, insurance suretyship, bankruptcy, wills and trusts, and labor law.

**Credits** 3

**Prerequisites**

[BUS 260: Business Law I](#)

**Semester Offered**

Offered Fall and Spring

## **BUS 275: Integrated Business Experience**

This course is a comprehensive introduction to the various fields within business and accounting, encompassing both classroom and experiential learning environments. Students will be encouraged to integrate and apply knowledge learned in previous courses to real world projects provided by local companies. Career exploration, self-awareness, business relationship building, soft skills and work readiness will be incorporated into this course.

**Credits** 3

**Prerequisites**

Students must have completed at least 30 credit hours in an AAS or AS degree program (which must include [ENG 101](#) and [CSC 102](#)), a minimum cumulative grade point average of 2.0 or better, completed at least 12-15 credit hours in business and/or accounting courses as listed: 4-8 credits in accounting courses ([ACC 120](#) and any other ACC course) AND 6-9 credits in business courses ([BUS 101](#) and any other BUS course(s))

**Semester Offered**

Offered upon sufficient demand

## BUS 285: Business Internship

A supervised, on-the-job, work experience related to the students' course of study. Students must apply for this course as they would any job and obtain such information from the instructor or the business/accounting department chair. Students are required to attend seminars in addition to working 120 hours.

**Credits** 3

### Prerequisites

Students must have completed at least 30 credit hours in an AAS degree program (which includes [ENG 101](#) and [CSC 102](#)), a minimum cumulative grade point average of 2.5 or better, and completed at least 16-17 credit hours in Business and/or Accounting courses as listed: AAS Accounting - 11 credit hours in accounting courses ([ACC 120](#), [ACC 125](#) and another ACC course) and 6 credit hours in business courses ([BUS 101](#) and any other BUS course); or AAS Business Administration - 12 credit hours in business courses ([BUS 101](#) and 3 other BUS courses) and [ACC 120](#) (4 Credits) or 9 credit hours in business courses ([BUS 101](#) and 2 other BUS courses) and 7-8 credit hours in accounting courses ([ACC 120](#) and 1 other ACC course).

### Semester Offered

Offered Fall and Spring

## Canadian Studies

### CAS 111: Introduction To Canada

This course surveys and examines Canada with a multidisciplinary perspective. The course will provide an introduction to Canada from the perspectives of the social sciences and humanities. The course will cover Canada and the Canadian life in the terms of history, geography, politics, economics and culture. We will also discuss U.S.-Canada relations, as well as the uniqueness of Quebec.

**Credits** 3

### Semester Offered

Offered upon sufficient demand

## Chemistry

### CHE 100: Introduction To Forensic Science

This course is designed to provide an overview of the basic science concepts and techniques used in a forensic laboratory. The nature and significance of physical evidence and the underlying chemical and biological principles of the scientific techniques employed for analysis and the interpretation will be emphasized. Topics covered include hair, fiber and paint analysis, forensic toxicology and serology, blood spatter, arson and explosives, fingerprinting and forensic DNA analysis techniques. There are three hours of lecture and one two-hour laboratory per week.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Corequisites

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### Semester Offered

Offered Fall, Spring and Summer

### CHE 101: Applied Chemistry

This is a basic chemistry course appropriate for non-science majors, elementary education majors, and students in prenursing. Students learn basic concepts and the vocabulary used in chemistry as well as how to apply concepts to quantitative problems. The topics covered include measurement, atoms, molecules, mass, energy, naming compounds, acids and bases, and basic organic chemistry concepts. There are three hours of lecture and one two-hour laboratory per week. Students who have received credit for CHE 111 or CHE 112 cannot subsequently receive credit for CHE 101. In the case that a student completes CHE 101 prior to completing CHE 111 or CHE 112, then CHE 101 will count as free elective credit only.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

[ENG 099](#) and [MAT 100](#) or equivalent.

### Corequisites

[MAT 101](#) or higher, [ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### Semester Offered

Offered Fall, Spring and Summer

## CHE 111: General Chemistry I

This course is the first course of a two-semester sequence which presents the concepts of general quantitative chemistry. The course will include measurement, stoichiometry, thermochemistry, the periodic table, introduction to acids and bases, reduction and oxidation, ionic and covalent bonding, molecular structure, VSEPR, and MO theory. There are three hours of lecture and one two-hour laboratory per week. Students who have received credit for CHE 111 or CHE 112 cannot subsequently receive credit for [CHE 101](#). In the case that a student completes [CHE 101](#) prior to completing CHE 111 or CHE 112, then [CHE 101](#) will count as free elective credit only. Students are strongly advised to take SC1110 during the first seven-week offering along with CH E111 in the given semester or take SC1110 prior to taking CHE 111.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#); [MAT 104](#) or higher

### Semester Offered

Offered Fall only

## CHE 112: General Chemistry II

This is a second semester course in a two-semester sequence which presents the basic laws and concepts of general quantitative chemistry. This course will focus on the principles of reactivity of solids, liquids and gases with respect to chemical kinetics, chemical equilibrium, acid-base chemistry, precipitation reactions, entropy, free energy, red-ox chemistry, and an introduction to nuclear chemistry. There are three hours of lecture and one two-hour laboratory per week.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

[CHE 111](#) or equivalent

### Semester Offered

Offered Spring only

## CHE 241: Organic Chemistry I

This course is the first course of a two-semester sequence of basic organic chemistry covering saturated, unsaturated and aromatic hydrocarbons, alkyl halides, their reaction, structure, reaction mechanisms, stereochemistry, mass spectrometry, and spectroscopy. There are three hours of lecture and one two-hour laboratory per week.

**Credits** 4

### Prerequisites

[CHE 112](#) or equivalent

### Semester Offered

Offered upon sufficient demand

## CHE 242: Organic Chemistry II

This course is the second course of a two-semester sequence of basic organic chemistry covering aromatic reactions, the chemistry of functional groups: alcohols and thiols, ethers, epoxides and sulfides, aldehydes and ketones, carboxylic acids, amines, and some biological compounds. There are three hours of lecture and one two-hour laboratory per week.

**Credits** 4

### Prerequisites

[CHE 241](#) or equivalent

### Semester Offered

Offered upon sufficient demand

## CHE 260: Instrumental Analysis

This course provides an intensive study of instrumental analysis for the evaluation, separation, isolation and identification of the chemical components of a variety of both pharmaceutical and environmental samples. Introductory topics covered are measurement, sampling protocol, methods involving preparation of standards and the basic components common to most instruments. Specific topics deal with sample preparation, instrument design, calibration, operation, data collection, spectral analysis and troubleshooting for each instrument being studied. The instruments used in this course are UV/VIS, FITR, AA, GC/MS and HPLC. There are two hours of lecture and one three-hour laboratory per week.

**Credits** 4

### Prerequisites

[CHE 112](#) or equivalent

### Semester Offered

Offered upon sufficient demand

## CHE 280: Bloodstain Pattern Analysis

This course provides a basic and fundamental knowledge in the field of bloodstain pattern interpretation and illustrates the scientific principles and practical application of bloodstain pattern interpretation to actual casework. Emphasis is placed on the correct observation, documentation and interpretation of bloodstain patterns. Upon completion of this course students will have acquired an understanding of how bloodstain pattern analysis can assist in the investigation of crime scenes involving blood spatter. The curriculum follows the recommended 40-hour course curriculum set forth by the International Association of Bloodstain Pattern Analysts.

**Credits** 3

### **Prerequisites**

[CHE 100: Introduction To Forensic Science](#)

### **Semester Offered**

Offered upon sufficient demand

## Chinese

### CHI 101: Elementary Mandarin Chinese I

Elementary Mandarin Chinese I is designed for the beginning student with no previous experience in Chinese. The main objectives of this course are to help students develop effective communication skills in Chinese through the elementary development of the four basic language skills, listening, speaking, reading and writing (simplified Chinese characters), while introducing and critically examining cultural beliefs, values and aspects of everyday life in Chinese-speaking nations.

**Credits** 3

### **Semester Offered**

Offered upon sufficient demand

### CHI 102: Elementary Mandarin Chinese II

Elementary Mandarin Chinese II is a direct continuation of [CHI 101](#) with further development of the four language skills to a high novice level and continued introduction to Chinese culture.

**Credits** 3

### **Prerequisites**

[CHI 101: Elementary Mandarin Chinese I](#)

### **Semester Offered**

Offered upon sufficient demand

## College Success Seminar

### CSS 101: College Success Seminar

This course is designed to help students develop and enhance skills necessary for college success. Emphasis is placed on student self-reflection and success strategy application. Topics of individual and group exploration include campus resources, study skills, goal setting, learning styles, time management, and diversity. Students will identify individual academic and career goals and work to develop practical strategies to achieve these goals.

**Credits** 1

### **Semester Offered**

Offered upon sufficient demand

# Communication

## COM 100: Communication And Life Skills

This course is designed to help students develop a fuller understanding of themselves and their interactions with other people. As an entry-level hybrid course, it may include many of the basic areas of the field of communication, such as interpersonal (communicating with self), verbal and non-verbal, intercultural, listening, interpersonal (dyadic or one-on-one), small group, leadership, public speaking, and organizational/ business communication skills that should help students to become more effective and at ease in academic, social, work and family situations. (Note: Students may not receive credit for both COM 100 and COM 226.)

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## COM 101: Public Speaking

In this introductory course, students will learn theories and techniques of writing effective speeches that are audience-centered, and they will participate in the performance, observation, and critical evaluation of public speaking presentations. This course offers students the opportunity to understand and to improve public communication skills by writing and delivering a minimum of four speeches during the semester. These may include (but are not limited to): speaking to inform, speaking to persuade, speaking for special occasions, and speaking in small groups. At least one of these speeches must include the use of visual aids. Also, students must submit for evaluation a minimum of one written listening critique.

**General Ed Category**

Communication - Oral

**Credits** 3

**Prerequisites**

[ENG 101](#) placement

**Semester Offered**

Offered Fall and Spring

## COM 226: Introduction To Human Communication

This course will provide an introduction to communication studies, beginning with the process of communication inquiry and the history of the discipline. The course is a survey of the communication field, including such topics as: perception, verbal and nonverbal language, listening, communication climates and cultures, intrapersonal and interpersonal communication, small group communication, organizational communication, public speaking, mass media, and emerging technologies and digital media. (Note: Students may not receive credit for both [COM 100](#) and COM 226.)

**Credits** 3

**Prerequisites**

[ENG 101](#)

**Semester Offered**

Offered upon sufficient demand

# Computer Science

## CSC 101: Computer Orientation

This course covers the computer terminology, computer hardware components and accessories, and the history of computers. Students will also get a brief hands-on introduction to word-processing and spreadsheet applications.

**Credits** 1

**Semester Offered**

Offered upon sufficient demand

## CSC 102: Introduction To Microcomputer Applications

This course focuses on the latest application software and operating systems used in the business world. The course will prepare students to be intelligent users of computers and to understand the basics of word processing, spreadsheets, database, and the Internet through "hands-on" laboratory experiences. This course fulfills the SUNY General Education requirement for the Information Management Competency.

**General Ed Category**

Information Literacy Competency

**Credits** 3

**Semester Offered**

Offered Fall, Spring and Summer



## CSC 121: Fundamental Concepts of Computing

This course introduces students to the fundamental ideas in computer programming. Students will be exposed to both object oriented and non-object oriented programming languages. Topics include flow charts, variables, loops, if statements, events, string commands and functions. Major emphasis is placed on problem solving, sound programming techniques, and good program design.

**Credits** 3

**Prerequisites**

placement into [MAT 101](#) or higher.

**Semester Offered**

Offered Fall only

## CSC 152: Computer Security & Society

This course explores the field of computer security on a nontechnical level. The course will discuss the importance and role of security as computer networking becomes more tightly integrated with society. The course will examine the ethical issues related to computer security including privacy, identity theft, and liability.

**Credits** 3

**Prerequisites**

[ENG 101](#) placement.

**Semester Offered**

Offered Fall only

## CSC 201: Advanced Software Applications

This course is designed to give students a thorough exposure to the advanced computer software skills that employers are seeking. In addition, it will satisfy all the objectives for the MCAS (Microsoft Certified Application Specialist) certification. The MCAS Program is an international certification for users of the Microsoft Office products to demonstrate their skills in Word, Excel, PowerPoint, and Access. The certification provides businesses with a benchmark for skills assessment for prospective employees and a measureable assessment of training and/or experience for current employees; also, it provides potential employees with a valuable credential that enhances their productivity in the workforce.

**Credits** 3

**Prerequisites**

[CSC 102](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand

## CSC 202: Database Systems

This is a comprehensive course in database management with a significant focus on, database design and application development. Topics include advanced queries, SQL, data entry forms, relational reports, database programming, database normalization, and relational database design.

**Credits** 3

**Prerequisites**

[CSC 121: Fundamental Concepts of Computing](#)

**Semester Offered**

Offered Fall only

## CSC 215: Web Design & Programming

This course will enable students to design, develop and maintain a website on the Internet. Students shall learn the basics of graphical editing and manipulation, HTML coding, website construction, uploading, maintenance and ongoing administration. Exercises and projects will allow students to apply the principles of web design to their own sites that will be created in the course.

**Credits** 3

**Semester Offered**

Offered Fall and Spring

## CSC 217: Computer Programming

This course teaches computer programming using an object oriented programming language to solve a variety of different problems. Topics include program design, program documentation, public and private variables, conditional statements, loops, functions, subroutines and arrays.

**Credits** 3

**Prerequisites**

[CSC 121: Fundamental Concepts of Computing](#)

**Semester Offered**

Offered Spring only

## CSC 219: Developing Mobile Applications

This course will teach the fundamental programming principles for mobile applications using the Android Platform. The course covers mobile application development phases, terminologies, application design, and coding using a hands-on approach. Students will create and deploy several simple mobile applications during the semester. Each student will design and implement an application for the final project.

**Credits** 3

**Prerequisites**

[CSC 121: Fundamental Concepts of Computing](#)

**Semester Offered**

Offered Spring only

## CSC 220: Operating Systems

In this course students will build a solid foundation of knowledge in the most widely used operating systems for personal computers. Students will learn to install, configure and troubleshoot operating systems. Students will also learn how to use operating systems for file management, memory management and a variety of other tasks.

**Credits** 3

**Semester Offered**

Offered Fall only

## CSC 222: Database Web Applications

This course integrates Web Design, Database, and Programming. Students will learn how to create and deploy database driven web applications. Students will also work with SQL to create and modify databases used in the web applications.

**Credits** 3

**Prerequisites**

[CSC 121](#), [CSC 202](#) and [CSC 215](#)

**Semester Offered**

Offered upon sufficient demand

## CSC 225: Computer Hardware

In this course students will learn the function of all major hardware components in the personal computer. Students will also learn how to diagnose and troubleshoot computer hardware and peripheral devices. Appropriate safety measures for working on personal computers will also be covered.

**Credits** 3

**Semester Offered**

Offered Fall only

## CSC 230: Introduction To Networking

In this course students will learn skills necessary to plan, install and troubleshoot a network in a corporate environment.

**Credits** 3

**Semester Offered**

Offered Fall only

## CSC 240: Networking II

This course extends the concepts presented in Introduction to Networking ([CSC 230](#)) through additional study of network implementations coupled with hands-on activities. Topics include the study of network design, administration, security and troubleshooting. In addition to those topics, router configurations will be examined. Activities include hands-on application and practice in the lab environment that covers the theories discussed in the classroom.

**Credits** 3

**Prerequisites**

[CSC 230: Introduction To Networking](#)

**Semester Offered**

Offered Spring only



## CSC 250: Computer Security I

In this course, students will learn the introductory concepts of computer and network security. Topics include authentication methods, remote access security, network security design, network security devices, cryptography, and disaster recovery plans. The course covers most of the objectives of the CompTIA Security+ certification exam. The course is taught by a combination of hands-on activities, audio-visual materials, and lecture.

**Credits** 3

**Semester Offered**

Offered Fall only

## CSC 260: Computer Security II

In this course, students will learn additional concepts of computer and network security not covered during the Intro to Computer Security course ([CSC 250](#)) and covers the remaining objectives of the CompTIA Security+ certification exam.

**Credits** 3

**Prerequisites**

[CSC 250: Computer Security I](#)

**Semester Offered**

Offered Spring only

## CSC 280: Technology Practicum Seminar

A supervised, on-the-job, work experience related to the student's course of study. Students can obtain information about approved internship sites from the instructor of the course or the technology department chair. Students must apply for the internship portion of the course as they would any job. Students are required to attend weekly seminars in addition to working 120 hours at the internship site.

**Credits** 3

**Prerequisites**

Students must have completed at least 12 credits of CSC courses.

**Semester Offered**

Offered Spring only

## Criminal Justice

### CRI 101: Introduction To Criminal Justice

This course is a study of the criminal justice system's philosophical and historical background; with special emphasis on the heritage of the British and American Criminal Justice systems, the government role of law enforcement and correction, and the role of various agencies of our criminal justice system.

**Credits** 3

**Semester Offered**

Offered Fall

### CRI 102: Criminology

This course is a study of crime as a social phenomenon and how programs of social control affect and are affected by crime. It analyzes the conditions under which criminal laws develop and the causes of crime. It consists of the study of crime and control of crime including processes in criminal behavior, punitive policies and social structure.

**Credits** 3

**Prerequisites**

Placement in [ENG 101](#).

**Semester Offered**

Offered Fall

### CRI 103: Juvenile Delinquency

This course explores the problems of juvenile delinquency and the juvenile justice system in American society. Concepts of delinquency causation and control are discussed in both historical and modern perspectives. The interrelationship of delinquency and family, school, religion and society in general are explored. The roles of the juvenile court personnel, including the prosecutor, defense counsel, the judge and the juvenile probation officer are evaluated as are the concepts of community-based and institutional corrections. Special delinquency problems such as gangs, substance abuse and juveniles in adult courts are explored.

**Credits** 3

**Prerequisites**

Placement in [ENG 101](#).

**Semester Offered**

Offered Fall

## **CRI 201: Criminal Law**

This course undertakes an examination of crime and the elements of offenses. Various mental states, capacities to commit crime, and defenses to criminal liability are intensely studied. The course includes a detailed study of some major crimes as defined in the New York State Penal Law.

**Credits** 3

**Prerequisites**

[CRI 101: Introduction To Criminal Justice](#)

**Semester Offered**

Offered Fall

## **CRI 203: Criminal Procedure Law**

This course is an overview of criminal procedure law including: constitutional provisions, rules of evidence, trial and pretrial processes, arrest, search and seizure, admissibility of admissions and confessions.

**Credits** 3

**Prerequisites**

[CRI 101: Introduction To Criminal Justice](#)

**Semester Offered**

Offered Spring

## **CRI 204: Probation & Parole**

This course includes the history and philosophy of probation and parole: the function, coordination and operation of probation and parole boards. Attention is focused on utilization of parole and probation as tools of social control with special emphasis on their sociological implications.

**Credits** 3

**Prerequisites**

[CRI 208](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand

## **CRI 205: Management & Supervision In Criminal Justice**

This course is designed to offer the Criminal Justice student an understanding of the organizational aspects of a police department, how the structure of a department affects the outcome, as well as how proper organizational design will attain a desired community service. The early history of organized policing, including department make-up and objectives will be discussed and followed through the evolution of today's modern multifaceted police department structure.

**Credits** 3

**Prerequisites**

[CRI 101: Introduction To Criminal Justice](#)

**Semester Offered**

Offered upon sufficient demand

## **CRI 206: Family Violence**

This course examines the moral, social and ethical implications of family violence. The focus is on understanding the dynamics and causes of family violence from social, legal, and medical perspectives. Medical and legal responses to family violence will be explored as well as efforts of community organizations and social agencies in preventing family violence and in protecting its victims. This course can be used for criminal justice, social science or elective credit.

**Credits** 3

**Prerequisites**

[CRI 101](#), [PSY 101](#), [SOC 101](#), or [HUS 101](#)

**Semester Offered**

Offered upon sufficient demand

## **CRI 207: Criminal Investigation**

This course is designed to provide the student with a working knowledge of the academic, theoretical and practical application of criminal investigative techniques related to the lawful acquisition and development of evidence, prior to the introduction of advanced or specialized criminalistics and forensic sciences. The course has been upgraded to include basic instruction in conducting preliminary investigations and the collection and reporting of intelligence related to terrorist organizations. The course will also focus on the employment of applicable federal statutes in conjunction with covert and overt investigative techniques.

**Credits** 3

### **Prerequisites**

CRI 101

### **Semester Offered**

Offered in Fall upon sufficient demand

## **CRI 208: Corrections Theory & Practice**

This course is a study program for the treatment of criminal offenders: the courts, probation and parole problems, and a survey of the theories and practices in today's penal system.

**Credits** 3

### **Prerequisites**

[CRI 101: Introduction To Criminal Justice](#)

### **Semester Offered**

Offered Spring

## **CRI 210: Police Operations**

This course teaches the line activities of law enforcement agencies with emphasis on the patrol officer and the patrol function. Various calls for service, other activities of the patrol officer and the proper recommended procedures for dealing with these situations in light of legal and constitutional restrictions are discussed.

**Credits** 3

### **Prerequisites**

[CRI 101: Introduction To Criminal Justice](#)

### **Semester Offered**

Offered Spring

## **CRI 213: Security Theory & Practice**

This course teaches an understanding of the role security plays in modern society. The historical, legal, philosophical, and operational aspects of security will be examined. The various forms of settings for security operations are discussed with the administrative, personnel and physical needs of each.

**Credits** 3

### **Prerequisites**

[CRI 101: Introduction To Criminal Justice](#)

### **Semester Offered**

Offered upon sufficient demand

## **CRI 214: Ethics In Criminal Justice**

This course covers theoretical and practical aspects of criminal justice ethics including examination of the ethical duties of law enforcement officers, other criminal justice officials, and administrators. This is an applied ethics course that utilizes a practical approach to analyzing ethical dilemmas that criminal justice practitioners face in the real world.

**Credits** 3

### **Prerequisites**

[CRI 101](#) and completion of 24 credits.

### **Semester Offered**

Offered Spring

## **CRI 280: Field Practicum In Criminal Justice**

This practicum is a unique plan of educational enrichment. It is designed to enhance self-realization and direction by means of integrating classroom study with planned and supervised experience. It offers the student educational and vocational learning situations in criminal justice agencies. Field experience: approximately 180 hrs. per semester.

**Credits** 3

### **Prerequisites**

Second year Criminal Justice students or permission of instructor.

### **Semester Offered**

Offered upon sufficient demand

## Economics

### ECO 101: Principles of Microeconomics

This course is an analytical introduction to the mechanisms for allocating economic resources and distributing income. The course examines supply and demand, elasticity applications, price determination and utility theories, costs and outputs in various market structures, regulation and deregulation of business, financial markets, the effect of globalization on the micro economy, the operation of factor markets and international trade relations, while assessing government policies intended to alter resource allocation improve efficiency and redistribute income.

**General Ed Category**

Social Sciences

**Credits 3****Prerequisites**

[MAT 100](#) or placement in [MAT 103](#) or higher.

**Semester Offered**

Offered Fall and Spring

### ECO 102: Principles of Macroeconomics

This course is a survey introduction to economic aggregates and their determinants. The course examines market relationships, aggregate performance objectives and measurements, national income determination theories, money and the banking system, fiscal and monetary policies and productivity and economic growth. Issues analyzed include the effectiveness of stabilization policies, the inflation-unemployment trade off, and the deficit dilemmas as the global implications of U.S. macroeconomic policies and the effects of U.S. and world free-trade agreements.

**General Ed Category**

Social Sciences

**Credits 3****Prerequisites**

[MAT 100](#); placement in [MAT 103](#) or higher.

**Semester Offered**

Offered Fall and Spring

## Electronics Technology

### ETE 101: Electrical Circuits I

This course presents the fundamentals of electricity as they apply to direct and alternating current circuits. Topics include the concepts of voltage, current, resistance, and power and their application to series and parallel circuits. Magnetism and the concepts of capacitance and inductance are also included. Laboratory activities allow students to gain hands-on experience making measurements on circuits and interpreting the data collected. There are three hours of lecture and two hours of laboratory per week. Students continuing on to ETE 102 will need to take MAT 105 concurrently with ETE 101.

**Credits 4****Prerequisites**

Placement into [MAT 101](#) or higher.

**Semester Offered**

Offered Fall only

### ETE 102: Electrical Circuits II

This course is devoted to the analysis of AC circuits building on the concepts developed in the Electrical Circuits I course. Topics include network theorems, transformers, and analysis of RC, RL, and RLC circuits. The operation of filters and polyphasic power generation are also included. Laboratory activities allow students to gain hands-on experience making measurements on circuits and interpreting the data collected. There are three hours of lecture and two hours of laboratory per week.

**Credits 4****Prerequisites**

[ETE 101](#) and [MAT 105](#) or equivalent

**Corequisites**

[MAT 205](#) or equivalent

**Semester Offered**

Offered Spring only

## ETE 103: Computer Programming For Electronics

This course is devoted to the study of the C programming language. C is used as a vehicle for problem solving in future courses in the Electronics Technology and Computer Technology Programs. Topics include input/output operations, functions, control statements, arrays and strings, and pointers.

**Credits** 2

**Semester Offered**

Offered Fall only

## ETE 104: Electronics I

This course is the first of a three semester sequence in electronics. Topics include diodes and their applications, bipolar transistors, and field effect transistors. Biasing techniques are analyzed through the construction of load lines and calculation of quiescent points. A laboratory is included where students will become proficient using test equipment, and construct and test circuits described in class. There are three hours of lecture and two hours of laboratory per week.

**Credits** 4

**Prerequisites**

[ETE 101](#) and [MAT 105](#) or equivalent.

**Semester Offered**

Offered Spring only

## ETE 105: Digital Electronics I

This first course in digital electronics includes number systems, Boolean algebra, the logic gates used in digital circuits and flip-flop devices. Applications of circuits critical to digital systems are emphasized. There are two hours of lecture and two hours of laboratory per week.

**Credits** 3

**Prerequisites**

[ETE 101: Electrical Circuits I](#)

**Semester Offered**

Offered Spring only

## ETE 106: Photovoltaic Systems Theory And Design

This course is designed to instruct the student in the theory and design of photovoltaic systems and their practical installation and operation. The course includes semi-conductor operational theory, properties of silicon and semi-conductor material, solar cell manufacturing and companies involved, history of solar power and its uses, photovoltaic systems safety, site assessments, system design, and adapting mechanical and electrical design. Layout skills are developed and the National Electrical Code is examined. There are two hours of lecture and two hours of laboratory per week.

**Credits** 3

**Semester Offered**

Offered Fall only

## ETE 107: Photovoltaic Systems Installation And Maintenance

This course is designed to instruct the student in the installation and maintenance of photovoltaic systems. The course includes the installation of components and subsystems on site, concerns with owners, utilities, and permit agencies, completion of lists of electrical components and material, array alignment based on location, building and roof design, aesthetics, wind loading, equipment support, labeling of equipment and components, methods and procedures for visual system checks, open circuit voltage testing, short circuit tests, system specific tests, calculating efficiency factors, battery maintenance, various test equipment, safety concerning testing of equipment components and batteries, system start up and shut down, and emergency operations. There are two hours of lecture and two hours of laboratory per week.

**Credits** 3

**Prerequisites**

[ETE 106: Photovoltaic Systems Theory And Design](#)

**Semester Offered**

Offered Spring only

## ETE 202: Introduction To Industrial Electricity

Teaches and demonstrates control circuits, switch gears, protective devices, buses, breakers, and power distribution systems found in the industrial environment. Control circuits for both DC and AC motors are explained along with basic motor theory. Common power plant distribution systems are studied. The theory, use, and programming of Programmable Logic Controller (PLC) systems in industry is emphasized and practiced. Students will also study the National Electrical Code. There are two hours of lecture and two hours of laboratory per week. The two-hour lab will provide practical, hands-on experience for students as they are required to design, build, test, troubleshoot, and repair various circuits and devices as well as programming PLC.

**Credits** 3

**Prerequisites**

[ETE 101: Electrical Circuits I](#)

**Semester Offered**

Offered Spring only

## ETE 204: Electronics II

This second course of the electronics sequence is devoted to the analysis of amplifier circuits. Various single stage and cascaded amplifier circuits are studied using bipolar transistors, junction field effect transistors (JFETs) and metal oxide field effect transistors (MOSFETs). The response of amplifier circuits to a range of frequencies is also studied. There are three hours of lecture and two hours of laboratory per week.

**Credits** 4

**Prerequisites**

[ETE 102](#) and [ETE 104](#)

**Semester Offered**

Offered upon sufficient demand

## ETE 205: Digital Electronics II

This course includes analysis of circuits for digital arithmetic, counters, registers, interfacing digital and analog systems and memory devices. Characteristics of the various families of IC's are also discussed. There are three hours of lecture and two hours of laboratory per week.

**Credits** 4

**Prerequisites**

[ETE 105: Digital Electronics I](#)

**Semester Offered**

Offered Fall only

## ETE 207: Microcontroller Fundamentals

In this course students study the PIC microcontroller, its architecture, and instructions set. Students write programs in assembly language and C to control simple electronic circuits using this device. There are three hours of lecture and two hours of laboratory per week.

**Credits** 4

**Prerequisites**

[ETE 103](#) and [ETE 105](#)

**Semester Offered**

Offered Fall only

## ETE 208: Operational Amplifiers

This is the third course of the electronics sequence. It is devoted to the study of the properties and characteristics of operational amplifiers, and how negative feedback affects their behavior. Both linear and non-linear applications are studied. There are two hours of lecture and two hours of laboratory per week.

**Credits** 3

**Prerequisites**

[ETE 204: Electronics II](#)

**Semester Offered**

Offered upon sufficient demand

## English

### ENG 099: Composition Foundations

Students who place into ENG 099 are required to enroll in both ENG 101 and this supplemental course during the same semester. The course is designed to assist students in achieving success in ENG 101 by offering them supplemental support and instruction. The class will parallel the ENG 101 class to help students complete the assignments and acquire the college-level writing skills to meet the expectations of ENG 101. Upon successful completion of both ENG 099 and ENG 101, students will receive credit for ENG 101.

**Prerequisites**

Required on the basis of placement test.

**Semester Offered**

Offered Fall and Spring



## ENG 101: English Composition

This course is designed to help students acquire the skills they will need for academic success. They will learn to produce essays that are clear, concise, and unified. The writing process is emphasized. Students write papers both out of class, at least one of which requires outside sources and documentation, and in class.

### General Ed Category

Communication - Written

### Credits 3

### Prerequisites

Students must place into this class.

### Semester Offered

Offered Fall, Spring and Summer

## ENG 102: Literature and Composition

This course is designed to introduce students to literature and to writing about literature. Since passing [ENG 101](#) is a prerequisite to this course, students are expected to have mastered basic writing skills and be able to write an effective essay. ENG 102 emphasizes oral and written analysis of poetry, fiction, and drama.

### General Ed Category

Humanities

Critical Thinking and Reasoning Competency

Diversity: Equity, Inclusion, and Social Justice

### Credits 3

### Prerequisites

[ENG 101: English Composition](#)

### Semester Offered

Offered Fall, Spring and Summer

## ENG 150: Newspaper Practicum

ENG 150 emphasizes all aspects of a college news publication, including news reporting and sports coverage, editorials, advertising, distribution, and layout and design. The course can be taken for 1, 2, or 3 credits and can be repeated for credit.

### Credits 1-3

### Prerequisites

Placement in [ENG 101](#) or successful completion of [ENG 101S](#).

### Semester Offered

Offered upon sufficient demand

## ENG 201: Introduction To Fiction

This course is an introduction to the study of fiction. Students explore the historical development of fiction as a literary form and learn about the elements of fiction in order to read, interpret, and react critically. In addition, students analyze the interaction of these various elements to create a whole in a work of fiction. Through written and oral discussion of short stories and novels, students work to understand the relationship between author, fiction, and reader.

### Credits 3

### Prerequisites

[ENG 102](#) or permission of instructor.

### Semester Offered

Offered Spring only

## ENG 206: Introduction To Newswriting

This course is designed to teach the skills needed for writing print media. While the focus is on news writing (summary leads, inverted pyramid-style journalism), the course also covers news gathering, coverage of special beats, feature writing, journalism law and ethics. Students will report real events and learn to work on deadline.

### Credits 3

### Prerequisites

[ENG 102](#) or permission of instructor.

### Semester Offered

Offered Fall only

## ENG 210: Early American Literature

The course explores American literature from pre-colonial years to the Civil War. Readings include non-fiction, such as journals of exploration and captivity, political essays, sermons, and short and long fiction. The course follows chronological order and considers political, social, religious, and economic influences on writers. Students will read well-known authors such as Bradstreet, Franklin, Hawthorne, Thoreau, Whitman, and less widely-published minority writers.

### Credits 3

### Prerequisites

[ENG 102](#) or permission of instructor.

### Semester Offered

Offered Fall only

## ENG 211: Modern American Literature

The course explores American literature from post-Civil War era to the present. Readings include non-fiction, poetry, drama, and short and long fiction. The course follows chronological order and considers political, social, religious, and economic influences on writers. Students will read well-known authors such as Twain, James, B.T. Washington, Chopin, and Faulkner, and less widely-published minority writers.

**Credits** 3

**Prerequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand

## ENG 220: Multicultural American Literature

This course explores literature by Americans of Asian, African, Hispanic, and Native heritage. Readings include non-fiction, poetry, short stories, and novels. The course is designed to increase student awareness of the multicultural nature of American life and literature. The values and beliefs of non-European cultures in America are examined through the readings.

**Credits** 3

**Prerequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand

## ENG 225: Nineteenth & Twentieth Century World Literature

This course introduces students to an international collection of writers, cultures, and literature. Students read a variety of literary genres, and the course approaches literature as a vehicle for analysis and discussion of the global nature of writing and reading, as well as the diversities that the literature reflects.

**Credits** 3

**Prerequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered Spring only

## ENG 231: Creative Writing

In this class, students will participate in guided writing across multiple genres, including poetry, short stories, non-fiction, and short drama. The coursework is designed to help develop students' creative voices and build their portfolios.

Students will have the opportunity to share their work and receive peer feedback in a workshop setting.

**Credits** 3

**Corequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered Spring only

## ENG 232: Creative Writing Workshop

In this course, students will develop creative works in a workshop setting, further refining their creative voice. Students will develop their writing through multiple revisions to finished manuscripts. Focus will be given to developing creative writing for the publishing process.

**Credits** 3

**Prerequisites**

[ENG 231: Creative Writing](#)

**Semester Offered**

Offered Spring only

## ENG 233: Literature & Film

Literature and Film examines the relationship between literary and cinematic forms of narrative. Through the reading of selected short stories, plays, and novels, and the viewing of feature-length films, this course stresses the similarities and dissimilarities between the two art forms, as well as the nature and processes of adaptation. Students will also develop skills in film analysis and criticism in written responses to the films that are viewed.

**Credits** 3

**Prerequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand



## ENG 234: Special Studies in English

This is a flexible course in which an instructor teaches some aspect of literature, writing and language for which he or she has a special competence when there is sufficient student interest.

**Credits** 3

**Prerequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand

## ENG 235: Technical Writing

This course focuses on the forms of written communication required to obtain and hold a job, to participate in business, to report in technical and investigative fields, and to serve in community or professional organizations. Students will receive instruction and practice in writing summaries, correspondence, instructions, publicity releases, reports, brochures and proposals. Students will also learn to choose a format and style appropriate for their audience and purpose.

**Credits** 3

**Prerequisites**

[ENG 101](#) or permission of instructor. (Does not fulfill a humanities requirement.)

**Semester Offered**

Offered Fall, Spring and Summer

## ENG 240: Literature & Nature

This course examines the work of writers - traditional and contemporary - who respond to nature in ways that are scientifically informed, but also carry a personal voice and a concern for literary values. Students will read and respond to the writing of authors who record their observations of natural details, promote an appreciation of the natural environment, and relate a sense of human responsibility in the natural world. Since English 102 is a prerequisite for this course, students are expected to have acquired the skills necessary to write essays in response to literature and to actively participate in class discussions of the readings.

**Credits** 3

**Prerequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand

## ENG 242: Literature & Popular Culture

This course examines genres of literary popular culture as expressions of how a given society views itself and the world. Examples include the western, the romance, horror, science fiction, and best-selling fiction. Writing assignments will require students to produce informed critical analysis of popular culture. Topics vary based on the instructor's special interest.

**Credits** 3

**Prerequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand

## ENG 245: Children's Literature

This course provides an introduction to various genres of children's literature and the important role literature plays in a child's development. Students will learn to apply evaluation criteria in choosing and reviewing the quality of literature selections. They will critique, both orally and in writing, a wide variety of literature for children and will establish and maintain a database of their work. They will also learn and demonstrate strategies for developing a child's interaction and response to literature.

**Credits** 3

**Prerequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered upon sufficient demand

## ENG 250: English Literature 1800 To The Present

English Literature 1800 to the Present is a study of British Literature from the Romantic period to the present. Readings include a variety of forms - from short stories, novels and essays, to letters and poetry - paying particular attention to themes (Revolution/War/Empire/Colonialism, the Rights of Women, Religion and Science, and the Role of the Artist). Students read works by such authors as Blake, Wordsworth, Austen, Hardy, Eliot, Yeats, Tennyson, and Woolf.

**Credits** 3

**Prerequisites**

[ENG 102](#) or permission of instructor.

**Semester Offered**

Offered Fall

# Environmental Technology

## ENV 101 : Environmental Science

This course is an interdisciplinary science course that provides an overview of environmental processes, human impact on the global environment, and solutions to environmental problems. There will be a strong emphasis on environmentally sustainable environmental policies, and renewable versus nonrenewable energy and mineral resources. There are three hours of lecture and one two-hour laboratory per week.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

### Credits 4

### Corequisites

[ENG 101](#), college-level reading, or completion of ENG 101S and RDG 095

### Semester Offered

Offered Fall and Spring

## ENV 210: Environmental Technology

The physical and chemical nature of soil, water, and air in a variety of geologic settings is the background for applying practical methods of site characterization. Topics include pollution sources and the fate of pollutants in the environment. Emphasis is placed on technologies for sampling environmental media, handling hazardous materials, pollution prevention and cleanup, and occupational health safety. Concepts are explored from the perspective of the environmental manager. Field methods and the use of Global Positioning System (GPS) and Geographic Information Systems (GIS), as tools used by environmental scientists, will be integrated into the course. There are three hours of lecture and one two-hour laboratory per week.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

### Credits 4

### Prerequisites

[ENV 101](#), or [GEL 101](#), or [MET 101](#); and [MAT 105](#) or equivalent.

### Semester Offered

Offered upon sufficient demand

## ENV 211: Water Quality Operator

Water quality standards are largely set by two major federal environmental statutes: the Safe Drinking Water Act, which specifies standards for drinking water, and the Clean Water Act, which regulates the discharge of pollutants. This course describes the guidelines established by federal, state and local regulations and their effect on plant operations. Instrumentation used to sample and measure water quality, and make repairs to valves, pumps, and other equipment are discussed.

### Credits 1

### Prerequisites

[ENV 210: Environmental Technology](#)

### Corequisites

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### Semester Offered

Offered upon sufficient demand

## ENV 214: Internship/Field Training

The ENV Internship will provide students with a supervised, on-the-job, work experience related to environmental science technology. Students are required to work a minimum of forty hours at a sponsor site and meet with the instructor for approximately four class hours during the semester. A GPA of 2.5 will be required for students seeking to participate in the internship course.

### Credits 1

### Prerequisites

[ENV 101](#) and [ENV 210](#); GPA must be 2.5 or above

### Corequisites

[ENV 220](#) and ENV 230

### Semester Offered

Offered upon sufficient demand

## ENV 215: Environmental Site Assessment

This course examines recognized environmental conditions and good commercial and customary practice in the United States of America. Conducting an environmental site assessment of a parcel of commercial real estate with respect to the range of contaminants within the scope of Comprehensive Environmental Response, Compensation and Liability Act (CERCLA) (42 U.S.C. 9601) and petroleum products will be addressed. The course will also provide students with a background on the National Environmental Policy Act (NEPA) and the actions required under NEPA. Students will examine, analyze, and debate Environmental Assessments (EA) and Environmental Impact Statements (EIS).

**Credits** 3

### **Prerequisites**

[ENV 210: Environmental Technology](#)

### **Corequisites**

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### **Semester Offered**

Offered upon sufficient demand

## ENV 216: HAZWOPER/HAZMAT

HAZWOPER (Hazardous Waste Operations and Emergency Response) is at the intersection of three Federal regulatory agencies (EPA, OSHA, DOT) and includes several career fields (science, technology, engineering, medicine, toxicology, law, psychology, organizational management, loss prevention, QA/QC, construction, waste management, etc.). The purpose of this course is to ensure awareness and promote safety among employees who may be exposed to chemical hazards in the work-site. This course meets the mandated OSHA requirements for the classroom training portion of personnel engaged in hazardous waste operations as outlined in 29 CFR 1910.120. This certification is a job requirement for many entry-level positions in the area of environmental consulting.

**Credits** 2

### **Prerequisites**

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### **Semester Offered**

Offered upon sufficient demand

## ENV 218: Basic Environmental Health & Safety Training

This course will provide students with several entry-level certifications required by OSHA (Occupational Safety & Health Administration) for workers in many environmental-related industries. The certificate training programs are nationally sanctioned by the Community College Consortium for Health & Safety Training. Certificates will be issued effective the final day of classes and typically require an annual refresher.

**Credits** 3

### **Prerequisites**

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### **Semester Offered**

Offered upon sufficient demand

## ENV 220: Seminar In Environmental Issues

This course provides the student with an opportunity to discuss in depth a local environmental issue that is indicative of our region. The students will work together to analyze the environmental issue from all aspects. All public documents related to the issue will be reviewed and students will participate in any public hearing or forum related to the issue.

### **General Ed Category**

Communication - Oral

**Credits** 1

### **Prerequisites**

[ENV 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### **Semester Offered**

Offered Spring only

## ENV 240: GIS And Remote Sensing

Students will be given a practical introduction to the basic principles of geographic information systems (GIS) and remote sensing with an emphasis on the collection and processing of digital images from drones. Students will learn the structure and format of GIS data, data sources, map scales and projections, spatial analysis, and basic digital image interpretation and manipulation. There will be a strong focus on current issues and applications of GIS, including interdisciplinary topics in the field of environmental science. The course is strongly computer-based, and students will gain experience in the use of ArcGIS software to solve real-world problems.

**Credits** 4

**Prerequisites**

DRO 101 and [ENV 210](#)

**Semester Offered**

Offered upon sufficient demand

## ESL (English as a Second Language)

### ESL 100: Intermediate Composition

This course is designed to introduce non-native English speakers the writing skills they will need in college. The course focuses on the writing process and developing writing skills in two areas: out-of-class compositions and in-class essay tests. Students learn to write short papers that are clear, concise, unified, and relatively free of mechanical and grammatical problems. Students write a minimum of eight papers, some out of class and at least two in class.

**Credits** 6

**Prerequisites**

Non-native speaker of English. TOEFL test score below 500 and/or Clinton Placement Test or permission of instructor. ESL courses count as Humanities Elective Credit.

**Semester Offered**

Offered upon sufficient demand

## ESL 101: Advanced Composition

This course is designed to help non-native English speakers to acquire the college-level writing and language skills they will need for academic success. They will learn to produce essays that are clear, concise, and unified. The writing process and language skills at the advanced level are emphasized. Students write papers both out of class and in class. At least one paper requires outside sources and documentation. Near the end of the course, students will complete a final timed in-class essay which will be evaluated by the English faculty to assess the writer's preparedness to move on to other college-level writing courses. This course satisfies the [ENG 101](#) basic communication requirement.

**Credits** 6

**Prerequisites**

Non-native speaker of English. TOEFL test score below 500 and/or Clinton Placement Test or permission of instructor. ESL courses count as Humanities Elective Credit.

**Semester Offered**

Offered upon sufficient demand

## ESL 110: American Culture

This class is to be taken by non-native English speakers in their first semester. This course is designed to introduce American idioms, grammar and writing, as well as to familiarize students with American culture and guide students through the stages of the acculturation process.

**Credits** 3

**Prerequisites**

Non-native speaker of English. TOEFL test score below 500 and/or Clinton Placement Test or permission of instructor. ESL courses count as Humanities Elective Credit.

**Semester Offered**

Offered upon sufficient demand

## **ESL 120: Intermediate Listening And Speaking**

This course designed to teach non-native English speakers the basics of the pronunciation of American English (the sounds, intonation, stress, and rhythm). The course is designed to develop students' clarity of speech and listening comprehension skills through a variety of listening/speaking activities.

**Credits** 3

### **Prerequisites**

Non-native speaker of English. TOEFL test score below 500 and/or Clinton Placement Test or permission of instructor. ESL courses count as Humanities Elective Credit.

### **Semester Offered**

Offered upon sufficient demand

## **ESL 121: Advanced Listening And Speaking**

This course is designed to improve non-native English speakers to improve listening comprehension, speaking, note-taking, and discussion skills at the advanced level to prepare for academic coursework. Students will develop listening strategies and critical thinking skills through lectures, discussions, debates, readings, and writing assignments on cultural topics, and gain a deeper understanding of North American culture.

**Credits** 3

### **Prerequisites**

Non-native speaker of English. TOEFL test score below 500 and/or Clinton Placement Test or permission of instructor. ESL courses count as Humanities Elective Credit.

### **Semester Offered**

Offered upon sufficient demand

## **ESL 130: Intermediate Reading Skills**

This course is designed to help non-native English speakers acquire the intermediate level reading skills necessary for success in college. This course provides students with effective strategies for increasing vocabulary, taking notes, and reading college-level texts. The course promotes active reading skills that guide students from basic literal understandings of a text to interpretations, including the formation of inferences, conclusions and judgments.

**Credits** 3

### **Prerequisites**

Non-native speaker of English. TOEFL test score below 500 and/or Clinton Placement Test or permission of instructor. ESL courses count as Humanities Elective Credit.

### **Semester Offered**

Offered upon sufficient demand

## **ESL 131: Advanced Reading**

This course is designed to teach non-native English speakers the advanced level of reading skills necessary for success in college. This course provides students with effective strategies for increasing academic vocabulary and for developing active reading skills that guide students from basic literal understandings of a text to higher-order thinking skills of analysis and synthesis, interpretation, evaluation, and application.

**Credits** 3

### **Prerequisites**

Non-native speaker of English. TOEFL test score below 500 and/or Clinton Placement Test or permission of instructor. ESL courses count as Humanities Elective Credit.

### **Semester Offered**

Offered upon sufficient demand

# Foundations for College Success

## FCS 101: Foundations For College Success

This course is designed to assist the student in obtaining the skills, services and self-awareness needed to reach his/her educational and life objectives. Topics include self-assessment, Clinton student services and resources, goal setting, selfmanagement, cultural awareness, study strategies and, critical thinking.

**Credits** 3

**Semester Offered**

Offered Fall and Spring

## French

### FRE 101: Elementary French I

Elementary French I is designed for the beginning student with no previous experience in French . The main objectives of this course are to help students develop effective communication skills in French through the elementary development of the four basic language skills (listening, speaking, reading and writing), while focusing on and critically examining cultural beliefs, values and aspects of everyday life in Francophone societies.

**General Ed Category**

World Languages

**Credits** 3

**Semester Offered**

Offered Fall and Spring

### FRE 101P: Elementary French I For The Professions

This course is designed for the beginning student with no previous experience in French. The main objectives of this course are the elementary development of the four basic language skills (listening, speaking, reading and writing), while focusing on using culturally appropriate French in basic professional (social services, health care, law, tourism, and business) situations. This course is equivalent to [FRE 101](#).

**General Ed Category**

World Languages

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

### FRE 102: Elementary French II

Elementary French II is a direct continuation of [FRE 101](#) with further development of the four language skills to a high novice level and continued introduction to Francophone culture.

**General Ed Category**

World Languages

**Credits** 3

**Prerequisites**

[FRE 101](#) or 2-3 units of high school French, or equivalent.

**Semester Offered**

Offered upon sufficient demand

### FRE 201: Intermediate French I

Intermediate French I is a second year, first semester course designed for students with previous experience in French. The main objectives of this course are to help students develop effective communication skills in French through the development of the four basic language skills (listening, speaking, reading and writing) and cultural knowledge.

**General Ed Category**

World Languages

**Credits** 3

**Prerequisites**

[FRE 102](#) or 4 units of high school French, or equivalent.

**Semester Offered**

Offered upon sufficient demand

## **FRE 202: Intermediate French II**

Intermediate French II is a direct continuation of [FRE 201](#) with further development of the four language skills and cultural knowledge to a high intermediate level.

**General Ed Category**

World Languages

**Credits** 3

**Prerequisites**

[FRE 201](#) or 5 units of high school French, or equivalent.

**Semester Offered**

Offered upon sufficient demand

## **FRE 250: Quebec Culture & Society**

The course offers an in-depth study of the Quebec people, their land, their history, their traditions, and their culture, and examines its relationship and influence upon the cultural heritage of northern New York. Students will examine these topics in a seminar format with an interdisciplinary approach, utilizing a variety of resources, including selected literature, newspaper articles, films, music, internet sites, television broadcasts, and an optional field trip to Quebec.

**Credits** 3

**Prerequisites**

Completion of ENG 093 or ENG 100, or placement into college level reading; and placement into [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

## **Gender and Women's Studies**

### **GWS 101: Introduction To Gender And Women's Studies**

This course offers an introduction to Gender and Women's Studies, and interdisciplinary academic field that explores critical questions about the meaning of gender in society. The primary goal of this course is to familiarize students with key issues, questions, and debates in Women's and Gender Studies scholarship, both historical and contemporary. Gender scholarship critically analyzes themes of gendered performance and power in a range of social spheres, such as law, culture, education, work, medicine, social policy and the family.

**General Ed Category**

Humanities

Diversity: Equity, Inclusion, and Social Justice

**Credits** 3

**Prerequisites**

Placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

## **Geography**

### **GEG 121: Human Geography**

This course introduces students to fundamental concepts, skills, and practices of human geography in the world today; the populating and development of the Western Hemisphere will be emphasized. Topics for discussion may include globalization, population and migration, political and economic systems, and culture including language, religion, gender, race, and ethnicity.

**Credits** 3

**Prerequisites**

Completion of [ENG 101S](#) or placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand



# Geology

## GEL 101: Physical Geology

This is an introductory course that covers Earth materials and the processes that develop and modify the composition, structure, and topography of the earth. Included is an overview of minerals, rocks, volcanoes, earthquakes, plate tectonics, geologic time, water resources, glaciation, structural geology, and energy and mineral resources. There are three hours of lecture and one two-hour laboratory per week.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

Placement into [ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### Corequisites

[MAT 100](#) or equivalent

### Semester Offered

Offered upon sufficient demand

# German

## GER 101: Elementary German I

For the beginning student with no previous experience in German. The course focuses on effective communication in everyday situations. The main objectives of German 101 are the elementary development of the four basic language skills (listening, speaking, reading, and writing), and introducing students to cultural materials concerning everyday life in German-speaking countries.

**Credits** 3

### Semester Offered

Offered upon sufficient demand

## GER 102: Elementary German II

A direct continuation of German 101, focusing on communication in everyday situations with further development of the four basic language skills and introduction of cultural materials.

**Credits** 3

### Prerequisites

[GER 101](#) or 2-3 units of high school German, or equivalent.

### Semester Offered

Offered upon sufficient demand

# Health Services Management

## HSM 111: Community Medicine And Public Health

This course provides an overview of health care in the United States. The American system of health services and the philosophy, history, organization, and utilization of public health programs at various levels are examined.

**Credits** 3

### Semester Offered

Offered Spring

## HSM 112: Issues In Long Term Care

The study of long-term health care and the greatest challenges facing it are studied in depth. The population needs, consumer demands, resource consumption, and financing are reviewed with an emphasis on a well-organized, efficient, client-oriented continuum of care.

**Credits** 3

### Semester Offered

Offered Fall



## HSM 211: Medical Problems And Programs

Various aspects of the health care industry are reviewed, including personnel and the team concept in health services. Economic and social factors affecting the U.S. health care delivery system are studied. Issues such as death, dying, loss and bereavement are examined.

**Credits** 3

**Semester Offered**

Offered Spring

## HSM 212: Management of Health Facilities

This course provides an introduction to the basic structure of health-related facilities including nursing homes, adult care facilities, home care agencies, voluntary agencies, ambulatory centers, hospitals and independent living facilities. Management systems and responsibilities as they relate to the health care industry are reviewed.

**Credits** 3

**Semester Offered**

Offered Fall

## History

### HIS 101: History of Early America

This course surveys American development from early settlement through the Civil War. Tracing the origin and growth of political, economic, social and cultural institutions, special emphasis will be placed on key questions about the relevance and significance of American Colonial life, the American Revolution, Constitution making, Jeffersonian Republicanism, the War of 1812, Jacksonian Democracy, Manifest Destiny, slavery, and the Civil War.

**General Ed Category**

U.S. History and Civic Engagement

**Credits** 3

**Prerequisites**

Completion of [ENG 101S](#) or placement in [ENG 101](#).

**Semester Offered**

Offered Fall, Spring and Summer

### HIS 102: History of Modern America

This course surveys and examines selected problems and opportunities facing the United States in the late Nineteenth and Twentieth Centuries. Tracing the development and growth of political, economic, social and cultural institutions, special emphasis is on the significance and relevance of industrial growth, the Gilded Age, the Populist Revolt, the Progressive Reform movement, America as a World Power, World War I, the Roaring Twenties, the New Deal, World War II, The Fifties, The Dissenting Sixties, and the trials and tribulations of the Seventies and the Eighties.

**General Ed Category**

U.S. History and Civic Engagement

**Credits** 3

**Prerequisites**

Completion of [ENG 101S](#) or placement in [ENG 101](#).

**Semester Offered**

Offered Fall, Spring and Summer

### HIS 121: Origins of Western Civilization

This course is an introduction to the Western tradition of historical study, with emphasis on how the beliefs and actions of past cultures continue to influence historical perspective. The course begins with the classical Greco-Roman civilizations, advances through Medieval society, and concludes with the development of a Renaissance perspective in art, commerce, politics and science. (This course can be used for social science, humanities or elective credit.)

**General Ed Category**

World History and Global Awareness

**Credits** 3

**Prerequisites**

Completion of [ENG 101S](#) or placement in [ENG 101](#).

**Semester Offered**

Offered Fall and Spring

## HIS 122: Western Civilization In The Modern Era

This course is a survey of the actions and beliefs that have shaped Western Civilization from the Renaissance, through the ages of scientific and social revolution, including the Enlightenment and the Industrial Revolution. The course concludes with the 20th century and concepts of nationalism, globalization and progress as basic parts of our social structure. (This course can be used for social science, humanities or elective credit.)

### General Ed Category

World History and Global Awareness

**Credits** 3

### Prerequisites

Completion of [ENG 101S](#) or placement in [ENG 101](#).

### Semester Offered

Offered Fall and Spring

## HIS 132: History of The Modern World

This course surveys the major civilized traditions during the past five centuries. Principle themes include the evolution of Western dominance, the development of the scientific and cosmopolitan world views, political revolutions East and West, the rise and fall of colonial empires, the impact of the industrial and democratic revolutions, global conflicts, and nation-building in the Third World. (This course can be used for social science, humanities or elective credit.)

### General Ed Category

World History and Global Awareness

**Credits** 3

### Prerequisites

Completion of [ENG 101S](#) or placement in [ENG 101](#).

### Semester Offered

Offered Fall and Spring

## HIS 203: Honors: History of The Champlain Valley 1609-1860

This course surveys the history of the Champlain Valley from Samuel de Champlain's 1609 expedition to the Civil War. Tracing the origin and growth of political, economic, social and cultural institutions, special emphasis will be placed on key questions about the relevance and significance of the Champlain Valley to European settlement in North America, the French and Indian War, American Colonial life, the American Revolution, the War of 1812, and the Underground Railroad.

**Credits** 3

### Prerequisites

Student is eligible for honors coursework.

### Semester Offered

Offered Fall only

## HIS 208: History of The War In Vietnam

This course examines the historical and political origins of the Vietnam Conflict dating back to World War II, and follows events internationally and domestically which ultimately culminated in the U.S. evacuation of Saigon in 1975. Students also study legacies involving warfare, veterans, and social change.

**Credits** 3

### Prerequisites

Completion of [ENG 101S](#) or placement in [ENG 101](#).

### Semester Offered

Offered upon sufficient demand

## HIS 218: America In The 1960s

This course is a historical examination of this turbulent and confusing decade. Special emphasis will be placed on the Kennedys, Vietnam, the Civil Rights Movement, and the Counter Culture.

**Credits** 3

### Prerequisites

Completion of [ENG 101S](#) or placement in [ENG 101](#).

### Semester Offered

Offered upon sufficient demand

## HIS 250: Twentieth Century World History

This course employs a global historical approach to the comprehension of the social, political, economic and cultural events which helped shape and define the twentieth century. Specific topics covered will include the advent of mass society, the end colonialism, nationalism, the rise of totalitarianism, two world wars, the cold war, various social and intellectual movements, scientific and technological advances and the reemergence of Asia as an increasingly relevant actor in global affairs.

**Credits** 3

**Prerequisites**

Completion of [ENG 101](#)S or placement in [ENG 101](#).

**Semester Offered**

Offered Fall only

## Human Services

### HUS 101: Introduction To Human Services

This course is an introduction to the human services profession. It examines the broad range of functions of human service workers, social workers, and professionals in other helping disciplines. Students will examine the attributes, contexts, and agency settings for entrance into different fields of practice. Specific client groups are explored and students are encouraged to begin identifying practice areas of interest. Course content focuses upon the helping process, multicultural awareness, ethical standards, and how research informs the training of effective, professional, helpers.

**Credits** 3

**Semester Offered**

Offered Fall and Spring

## HUS 105: Introduction To Basic Counseling Skills

This course is designed as an introduction to the skills used in basic counseling roles found in the human services field. Interviewing techniques, communication skills, problem-solving techniques, and conflict resolution are explored. Working with special populations is addressed. The course includes presentations, discussions, experiential activities, and role-playing which will afford the student the opportunity to test his/ her knowledge and skills in the counseling field.

**Credits** 3

**Semester Offered**

Offered Fall and Spring

### HUS 108: Foundations For The Chemical Dependency Professional

This course provides an introduction to the history, key concepts, and impacts of substance abuse for the individual and community. It examines the continuum of chemical dependency and the role of the professional in prevention, intervention, treatment, and recovery.

**Credits** 3

**Semester Offered**

Offered Fall

### HUS 110: Critical Topics In Chemical Dependency

This course serves as an introduction to the field of chemical dependency counseling. It explores each drug classification, an historical overview of cultural attitudes, the impact of abuse on individuals, families, and communities, treatment modalities, and international drug policies.

**Credits** 3

**Prerequisites**

[HUS 101](#), [HUS 105](#) and [HUS 108](#).

**Semester Offered**

Offered Spring

## HUS 160: Human Services Organizations

This course examines the organizational structure and delivery systems of various social service programs. Nationally prominent and locally managed program will be analyzed in relation to internal structure, functions of management, defining mission statements, the identification of goals and objectives, competent service provision, the referral process, advocacy, diversity issues, flexibility, and worker burnout. The challenge of client empowerment via agency programming and influences of social policy will be addressed.

**Credits** 3

**Prerequisites**

[HUS 101](#), [HUS 105](#).

**Semester Offered**

Offered Spring

## HUS 175: Ethics of Chemical Dependency Counseling

This course is designed as an introduction to the theories and ethical practices used in the chemical dependency counseling field. Historical development of each theory and current practical application will be stressed. Ethical situations that arise in counseling will be discussed and students' understanding of the need for ethical practice will be explored.

**Credits** 3

**Prerequisites**

[HUS 101](#), [HUS 105](#) and [HUS 108](#).

**Semester Offered**

Offered Fall

## HUS 200: Case Management And Crisis Intervention

This course is designed to offer specialized, applied knowledge in the community services field to develop the skills and abilities in the case management process. The course will examine each step from intake through termination. Actual agency forms will give the student the opportunity to compile and manage cases and prepare client files. Students will also explore the role of the Human Services professional by examining different theories and strategies for crisis intervention.

**Credits** 3

**Prerequisites**

[HUS 101](#) and [HUS 105](#).

**Semester Offered**

Offered Spring

## HUS 201: Social Service Agencies

**Credits** 3

## HUS 206: Group Skills For Human Services

This course identifies and introduces the crucial skills that are necessary for competence in the area of understanding group systems, group models from biological, psychological, and social viewpoints, and conducting groups. Areas of interest include identifying the different types and purposes of groups, working with different types of groups, the treatment process, and responding to different cultural differences that may affect group process. Specified populations will be addressed.

**Credits** 3

**Prerequisites**

[HUS 101](#), [HUS 105](#).

**Semester Offered**

Offered Spring

## HUS 210: Identification, Diagnosis, & Treatment Planning

This course is designed to instruct the student in the process developing rapport with a client, client identification, and the diagnosis and the treatment planning of substance use disorders. It also explores motivational techniques and the completion of treatment documentation.

**Credits** 3

**Prerequisites**

[HUS 101](#), [HUS 105](#) and [HUS 108](#).

**Semester Offered**

Offered Spring

## HUS 283: Internship & Seminar

The objective of this course is to provide students with the opportunity to discuss, examine, and evaluate their internship experiences and observations. Students will be encouraged to integrate and apply knowledge learned in earlier courses, as well as to develop an analytical perspective appropriate for a student "participant observer." This practicum seeks to support students as they work their way through the maze of the field setting, by providing a forum for sharing questions and insights. A total of 160 hours of fieldwork experience is needed to complete this course.

**Credits** 6

**Prerequisites**

[HUS 101](#), [HUS 105](#), [HUS 160](#), [HUS 200](#) and [HUS 206](#)

**Semester Offered**

Offered Spring and Summer

## HUS 284: Internship & Seminar For CASAC

The objective of the Field Practicum is to provide students with the opportunity to discuss, examine, and evaluate their internship experiences and observations. Students will be encouraged to integrate and apply knowledge learned in earlier courses, as well as to develop an analytical perspective appropriate for a student "participant observer." This practicum seeks to support students as they work their way through the maze of the field setting, by providing a forum for sharing questions and insights. A total of 250 hours of fieldwork experience is needed to complete this course.

**Credits** 6

**Prerequisites**

[HUS 101](#), [HUS 105](#), [HUS 108](#), [HUS 110](#), [HUS 175](#), [HUS 200](#), [HUS 206](#), [HUS 210](#).

## Humanities

### HUM 110: Introduction To The Arts

This course offers a general survey of the humanities. Art, music, literature, theater, and philosophy are studied and discussed from a historical and cultural context. Students are encouraged to think critically while evaluating the humanistic disciplines and their bearing on wider social ideals, issues, and questions.

**General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## HUM 285: International Experience

International Experience is designed to help students develop knowledge, skills and strategies to have a successful study abroad experience. Students will enhance their cultural observation, communication, and acculturation skills and learn basic knowledge of the language, history and culture of the country of study. This course begins in the fall or summer semester and continues beyond the end of the semester with travel and study abroad. Students will participate in classroom lectures and visits to sites that are historically and culturally significant in the country of study. The number of credits for this course will vary from 1-15 depending on the length of study abroad; 1 credit per week abroad plus one additional credit is the standard.

**Credits** 1-15

**Semester Offered**

Offered upon sufficient demand

## Industrial Commercial Electrician

### ICE 101: Residential Electrical And Wiring

This course mirrors the Electrical Training Alliance 1st and 2nd year Inside Wiremen core curriculum. Topics include the National Electric Code, electrical construction methods and electrical construction materials.

**Credits** 6

**Semester Offered**

Offered upon sufficient demand

### ICE 102: Electrical Blueprint Reading

This course prepares students to read electrical blueprints and technical schematics. It mirrors the Level I and Level II Blueprint training specified for 1st and 2nd year Inside Wireman by the Electrical Training Alliance.

**Credits** 2

**Semester Offered**

Offered upon sufficient demand

## ICE 201: Commercial Electrical And Wiring

This course mirrors portions of the Electrical Training Alliance 3rd, 4th, and 5th year Inside Wiremen core curriculum. Topics include the National Electric Code, lightening protection systems, and electrical construction.

**Credits** 6

**Prerequisites**

[ICE 101](#) and [ICE 102](#)

**Semester Offered**

Offered upon sufficient demand

### ICE 202: Electrical Project Estimation

Students in this course learn how to prepare estimates for electrical work in both residential and commercial settings.

**Credits** 2

**Corequisites**

[ICE 102: Electrical Blueprint Reading](#)

**Semester Offered**

Offered upon sufficient demand

### ICE 203: Alarms And Special Systems

This course mirrors the Electrical Training Alliance 3rd year Fire Alarm 2 course. Topics include codes and standards, proper inspection, maintenance, and testing techniques, and advanced devices and notification appliances associated with fire alarm systems. The course also focuses on security systems, telephone monitoring systems, and structured cabling.

**Credits** 3

**Prerequisites**

[ICE 201: Commercial Electrical And Wiring](#)

**Semester Offered**

Offered upon sufficient demand

# Library Research

## **LIB 101: Library Research Skills**

Focuses on the use and retrieval of information within the Clinton Community College library and other information networks. Students will gain an understanding of the structure of information, the process of information retrieval and critical evaluation of sources. Emphasis will be on the development of lifelong information skills. This course fulfills the SUNY General Education requirement for the Information Management Competency.

### **General Ed Category**

Information Literacy Competency

**Credits** 1

### **Semester Offered**

Offered Fall, Winter, Spring and Summer

# Mass Media

## **MSM 118: Mass Media**

Students will examine the processes and functions of mass communication and their effects on mass audiences. Each of the major mass media (newspapers, magazines, books, radio, television, movies, and electronic media) is defined and analyzed. Media issues explored include First Amendment freedoms, control and censorship, mass media's relationship to government, media ethics, and global mass media. Counts as Social Science or Humanities credit.

### **General Ed Category**

Humanities

**Credits** 3

### **Prerequisites**

[ENG 101](#) or permission of instructor.

### **Semester Offered**

Offered Spring only

## **MSM 239: Art of The Film**

This is an introductory course intended to help students acquire both a greater understanding and a deeper appreciation of the films that they attend by studying film as a distinct art form. The course focuses primarily on filmmaking techniques (e.g. photography, mise en scene, movement, editing, sound, etc.), and also the narrative elements of film (acting, drama, story, writing, and so on). There may also be secondary emphasis on film theory and history, as well as the study of certain film genres. The course will include screenings of full-length films that illustrate different cinematic techniques, or that represent a certain era of filmmaking, or the work of important directors. Students will develop skills in film analysis and criticism in written responses to films that are viewed.

### **General Ed Category**

The Arts

**Credits** 3

### **Prerequisites**

[ENG 102](#) or permission of instructor.

### **Semester Offered**

Offered Fall only

# Mathematics

## **MAT 090: Prealgebra Supplement**

Students who place into MAT 090 are required to enroll in both MAT 098 and this supplemental course during the same semester. The course is designed to assist students in achieving success in MAT 098 by offering them supplemental support and instruction. Students must earn a CN or better to pass the course.

### **Prerequisites**

placement test results

### **Corequisites**

corresponding [MAT 098](#) section

### **Semester Offered**

Offered Fall and Spring



## MAT 098: Prealgebra

This course reviews fundamental mathematical skills in preparation for introductory college algebra. Course topics include the study of real numbers including integers, fractions and decimals; algebraic expressions; linear equations and an introduction to graphing on the coordinate plane. Near the end of the course, students will complete a comprehensive, departmental final exam to assess their preparedness to move on to MAT 100 Introductory Algebra. Students must earn a CN or better to pass the course.

### **Prerequisites**

Placement test results

### **Semester Offered**

Offered Fall and Spring

## MAT 100: Introductory Algebra

This course covers basic algebraic skills essential to the study of mathematics. Course topics include linear expressions, equations, and inequalities; systems of linear equations; quadratic expressions and equations; polynomial and rational expressions; radical expressions and equations; and graphing on the coordinate plane. Applications to various fields of study will be explored. Near the end of the course, students will complete a comprehensive, departmental final exam to assess their preparedness to move on to a college-level math course. This course counts as free-elective credit only. Students must earn a C-or better to take MAT 104 College Algebra with Trigonometry I or MAT 105 Technical Mathematics I.

**Credits** 4

### **Prerequisites**

[MAT 098](#), equivalent or placement

### **Semester Offered**

Offered Fall, Spring and Summer

## MAT 100Q: Quantitative Literacy I

This course focuses on quantitative reasoning and engages students in relevant and useful mathematics that they can apply to their daily lives, such as: numeracy, proportional reasoning, algebraic reasoning and an understanding of functions. Students will develop conceptual and procedural tools that support the use of mathematical concepts in a variety of contexts. Near the end of the course, students will complete a comprehensive, departmental final exam. This is the first of two courses that follow the Quantway curriculum. The Quantway sequence of courses is intended for non-STEM (math, science, computer science and technology) students and non-business students. After successful completion of this course, students can take MAT 101Q - Quantitative Literacy II or MAT 103 - Finite Mathematics.

**Credits** 4

### **Prerequisites**

[MAT 098](#), equivalent or placement.

### **Corequisites**

[RDG 095](#), if required by placement.

### **Semester Offered**

Offered Fall and Spring



## MAT 101Q: Quantitative Literacy II

In this course, mathematical and statistical reasoning are explored through topics in everyday life. Students will integrate quantitative literacy with mathematical concepts such as percents, probability, mathematical modeling, and statistical thinking. Concepts are investigated with hands-on activities using medical, environmental, and financial examples. Near the end of the course, students will complete a comprehensive, departmental final exam. This is the second of two courses that follow the Quantway curriculum. The Quantway sequence of courses is intended for non-STEM (math, science, computer science and technology) students and non-business students. After successful completion of this course, students can take MAT 161 - Elementary Statistics. This course fulfills the SUNY General Education requirement for the Mathematics Knowledge and Skill Area.

### **General Ed Category**

Mathematics (and Quantitative Reasoning)

**Credits** 3

### **Prerequisites**

MAT 100Q or [MAT 100](#), equivalent or placement.

### **Semester Offered**

Offered Fall and Spring

## MAT 103: Finite Mathematics

This course emphasizes mathematical skills and techniques applicable to business, life sciences and social sciences. Course topics include linear functions, quadratic functions, mathematics of finance, systems of equations, matrices, linear programming, set theory, basic probability and combinatorics. The use of a graphing calculator is required for this course to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam.

### **General Ed Category**

Mathematics (and Quantitative Reasoning)

**Credits** 3

### **Prerequisites**

[MAT 100](#), equivalent or placement

### **Corequisites**

ENG 101S and [RDG 095](#), if required by placement

### **Semester Offered**

Offered Fall, Spring and Summer

## MAT 104: College Algebra With Trigonometry I

This course is the first course of a two-semester sequence designed to prepare students for calculus. Course topics include an introduction to relations and functions; the study of linear, quadratic, polynomial, rational, exponential, and logarithmic expressions and functions; and right triangle trigonometry. Algebraic techniques of simplification will be emphasized. The use of the graphing calculator is required to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam.

### **General Ed Category**

Mathematics (and Quantitative Reasoning)

**Credits** 4

### **Prerequisites**

C- or better in [MAT 100](#), equivalent or placement

### **Corequisites**

ENG 101S and [RDG 095](#), if required by placement

### **Semester Offered**

Offered Fall and Spring

## MAT 105: Technical Mathematics I

This is the first course in a two-semester sequence of intermediate algebra and trigonometry with technical applications. Course topics include operations in the real number system, units of measurement and approximate numbers, functions and graphs, first-degree equations, lines and linear functions, systems of linear equations, right triangle trigonometry, geometry (perimeters, areas, volumes of common figures), rules of exponents, polynomial operations, factoring, operations on rational expressions, quadratic equations, and binary and hexadecimal notation. The use of a graphing calculator is required for this course to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam to assess their preparedness to move on to MAT 205 Technical Mathematics II.

### General Ed Category

Mathematics (and Quantitative Reasoning)

**Credits** 4

### Prerequisites

C- or better in [MAT 100](#), equivalent or placement

### Corequisites

ENG 101S and [RDG 095](#), if required by placement

### Semester Offered

Offered Fall and Spring

## MAT 161: Elementary Statistics

This course is a study of basic statistical techniques and some related probability theory. Course topics include data collection and presentation, measures of central tendency and dispersion, graphing data sets, linear correlation and regression, sampling distributions, estimation, and hypothesis testing. Distribution studies include the binomial, normal, and student's t. At least one student project is required for this course. The use of a graphing calculator is required for this course to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam.

### General Ed Category

Mathematics (and Quantitative Reasoning)

**Credits** 3

### Prerequisites

[MAT 101](#) or higher or placement

### Semester Offered

Offered Fall, Spring and Summer

## MAT 204: College Algebra With Trigonometry II

This course is the second of a two-semester sequence designed to prepare students for calculus. Course topics include polynomial, rational, and trigonometric functions; trigonometric identities and equations; oblique triangles; polar coordinates; conic sections. If time permits, systems of equations and matrices will be covered. The use of the graphing calculator is required for this course to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam.

### General Ed Category

Mathematics (and Quantitative Reasoning)

**Credits** 4

### Prerequisites

[MAT 104](#), equivalent or placement

### Semester Offered

Offered Fall only

## MAT 205: Technical Mathematics II

This is the second course in a two-semester sequence of intermediate algebra and trigonometry with technical applications. Course topics include operations on exponents and radicals, exponential and logarithmic functions and equations, radians, trigonometric functions of any angle, sinusoidal functions and graphing, oblique triangles, vectors, complex numbers and their applications, inequalities, ratio and proportion, variation, and (optional) an introduction to statistics. If time permits, a brief intuitive approach to calculus will be covered. The use of a graphing calculator is required for this course to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam.

### General Ed Category

Mathematics (and Quantitative Reasoning)

**Credits** 4

### Prerequisites

[MAT 105](#), equivalent or placement

### Semester Offered

Offered Fall and Spring

## MAT 215: Calculus For Business Students

This course provides skills and techniques necessary to solve mathematical problems of modern businesses. Course topics include a review of algebra and basic set theory; mathematical modeling; functions and their graphs; an introduction to limits; the methods of finding derivatives; the interpretation and applications of derivations in economic terms, and finding antiderivatives with their applications in the business world. The use of a graphing calculator is required for this course to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam.

### General Ed Category

Mathematics (and Quantitative Reasoning)

**Credits** 4

### Prerequisites

[MAT 104](#), equivalent or placement

### Semester Offered

Offered upon sufficient demand

## MAT 224: Calculus I

This course is an introduction to the basic concepts of differential and integral calculus. Course topics include limits and continuity; differentiation and its applications including curve sketching; indefinite and definite integrals; the Fundamental Theorem of Calculus; derivatives and integrals of the trigonometric functions. The use of a graphing calculator is required for this course to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam.

### General Ed Category

Mathematics (and Quantitative Reasoning)

**Credits** 4

### Prerequisites

[MAT 204](#), [MAT 205](#), placement or equivalent

### Semester Offered

Offered Spring only

## MAT 225: Calculus II

This course is a continuation of [MAT 224](#). Course topics include applications of integration, transcendental functions, techniques of integration, polar coordinates, infinite series including the Taylor Series and some differential equations. The use of a graphing calculator is required for this course to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam.

### General Ed Category

Mathematics (and Quantitative Reasoning)

**Credits** 4

### Prerequisites

[MAT 224: Calculus I](#)

### Semester Offered

Offered upon sufficient demand

## MAT 226: Calculus III

This course is the concluding course in the three-semester sequence. Course topics include analytic geometry of three dimensions, determinants and linear equations, vector analysis, partial differentiation, cylindrical and spherical coordinates, and applications. The use of a graphing calculator is required for this course to further the exploration of these topics and their applications. Near the end of the course, students will complete a comprehensive, departmental final exam.

**Credits** 4

### Prerequisites

[MAT 225: Calculus II](#)

### Semester Offered

Offered upon sufficient demand

## MAT 232: Introduction To Logic

This course is an introduction to the laws, principles, and methods of logic and problem-solving. Course topics include forms of deductive and inductive argument; fallacious reasoning and an analysis of problem-solving methods emphasizing mathematical techniques and applications.

**Credits** 3

### Prerequisites

[MAT 100](#) or equivalent

### Semester Offered

Offered upon sufficient demand

# Mechanical Technology

## **MEC 100: Introduction To Engineering Technology**

Introduction to Engineering Technology is designed to provide students with the foundation necessary to succeed in the Mechanical Engineering Technology program and in industry. The course will introduce students to important concepts in industry to include safety, maintenance, and quality. Students will learn how to create the type of technical reports industry desires through individual and group design projects. Key concepts such as critical thinking, problem solving, and team building will be exercised through classroom activities. Students obtain resume writing and interview skills. Tours of local manufacturing facilities will provide students the opportunity to experience the manufacturing environment allowing for experiences they can relate to in future classes.

**Credits** 3

**Semester Offered**

Offered Spring only

## **MEC 101: Technical Drawing/ CAD**

This course teaches the fundamentals of engineering drawing to acquaint students with traditional board drawing skills and computer aided drafting (CAD). Upon successful completion, students should be able to: properly use CAD drafting tools to create a title block; draw views of objects using orthogonal techniques; illustrate interior views using sections; dimension a drawing; use CAD to prepare to construct, layout, dimension, and annotate two/three dimensional drawings.

**Credits** 3

**Prerequisites**

Completion of [MAT 100](#) or higher or placement above [MAT 100](#)

**Semester Offered**

Offered Spring only

## **MEC 102: Blueprint Reading & Technical Schematics**

This course is designed to provide students with a background in reading blueprints and technical schematics. Students will learn the different components, and terminology involved in various types of drawings and diagrams they may come across in industry. The class encompasses machining, construction, and welding drawings, as well as how to read electrical, hydraulic, pneumatic, piping, instrumentation, and refrigeration. Students will learn the importance of understanding how to read drawings and diagrams as well as how to troubleshoot a system.

**Credits** 1

**Prerequisites**

[MEC 100](#) or [WTT 101](#)

**Semester Offered**

Offered Spring only

## **MEC 201: Solid Modeling & Animation With Autodesk Inventor/3D Studio Max**

The first half of the course teaches fundamentals of engineering drawing, modeling, and configurations utilizing Autodesk Inventor. Students will learn parametric modeling techniques, how to organize the model tree and advanced 3D modeling techniques. The second half of the course teaches students how to bring their creations to life through simulation and animation utilizing Autodesk 3D Studio. The course is instructed utilizing a hands on approach allowing the students to immediately apply concepts learned through tutorials and classroom instruction.

**Credits** 3

**Prerequisites**

[MEC 101: Technical Drawing/CAD](#)

**Semester Offered**

Offered Fall only

## MEC 202: Advanced Solid Modeling With Solidworks

This course teaches the fundamentals of engineering drawing, modeling and configurations utilizing SolidWorks. Students will learn the concepts of reverse engineering, top-down design, surface modeling, animation, and rendering. The course is instructed utilizing a hands-on approach allowing the students to immediately apply concepts learned through tutorials and classroom instruction.

**Credits** 3

**Prerequisites**

[MEC 101: Technical Drawing/CAD](#)

**Semester Offered**

Offered Spring only

## MEC 203: Introduction To Quality Control/ Quality Assurance

This course provides an overview of the field of Quality Control and Quality Assurance practices in manufacturing. Students will learn International Quality Standards (ISO 9000, ASTM, Six Sigma, etc.) and how quality improvement methodologies can be used to solve manufacturing problems. Topics include statistical concepts, data collection techniques, problem solving tools and introduction to the scientific method of problem solving.

**Credits** 3

**Prerequisites**

[MEC 100](#) and [MAT 100](#) or equivalent

**Semester Offered**

Offered Spring only

## MEC 204: Manufacturing Processes

Manufacturing Processes is intended to serve as a source for evaluating and using manufacturing processes. The course provides a comprehensive survey of manufacturing processes for use in Industrial Technology. This includes casting, forging, extrusion, drawing, stamping, injection molding, blow molding, machining, welding, rapid prototyping, etc. To achieve this specific scope, the focus will be placed on the major material families: metallic, ceramic, polymeric (plastic and wood), and composite. Classroom topics will be reinforced in the lab with hands-on materials properties, casting, plastic forming, machining, and welding labs. Students will also experience these processes first-hand through field trip(s) to area manufacturing companies.

**Credits** 3

**Prerequisites**

[MEC 100: Introduction To Engineering Technology](#)

**Semester Offered**

Offered Fall only

## MEC 205: Geometric Dimensioning And Tolerancing

This course teaches students about Geometric Dimensioning and Tolerancing (GD&T) practices, through the use of the ASM E Y14.5-2009 standard. Students will learn about symbols from existing drawings, translate that knowledge into calculating the tolerances for the proper size and location of features. The course starts with basic concepts building up to advanced applications for GD&T.

**Credits** 2

**Prerequisites**

[MEC 101](#) and [MAT 105](#)

**Semester Offered**

Offered Spring only

## MEC 206: Principles of Fluid Power Systems

Principles of Fluid Power Systems is a course designed to acquaint students with a broad overview of hydraulic and pneumatic concepts. The course will cover fundamental laws and principles of fluid power (both compressible and non-compressible fluids) and operation of hydraulic and pneumatic components including valves, pumps, cylinders and motors. The course includes the study of circuits and troubleshooting and repair.

**Credits** 3

**Prerequisites**

[MEC 100](#) and [MAT 100](#) or equivalent

**Semester Offered**

Offered Fall only

## MEC 207: Industrial Maintenance

This course is designed to acquaint students with a broad overview of preventive maintenance, predictive maintenance, non-destructive testing, and computerized maintenance. The course will cover the economic benefits of properly maintaining manufacturing equipment to minimize down time and capital cost of premature replacement by teaching students the importance of preventive maintenance programs and the techniques involved in Total Productive Maintenance (TPM). Students will learn how to create inspection and preventative maintenance plans based on machines in the lab and processes in industry.

**Credits** 3

**Prerequisites**

[MEC 100: Introduction To Engineering Technology](#)

**Semester Offered**

Offered Spring only

## MEC 208: Maintenance & Systems Reliability

This course is designed to provide students with an understanding of troubleshooting issues in industry. The course will introduce students to important concepts related to troubleshooting hydraulic, pneumatic, and electrical systems as well as programmable logic controllers. Students will learn various methods of troubleshooting through hands-on labs similar to the manufacturing environment. Students will have the opportunity to troubleshoot on hydraulic, pneumatic, motor control, lubrication, process control, and programmable logic controller trainers.

**Credits** 1

**Prerequisites**

[MEC 207: Industrial Maintenance](#)

**Semester Offered**

Offered upon sufficient demand

## MEC 209: Industrial Health And Safety

This course covers the importance of worker safety in the workplace and explores components of effective safety programs. Students will learn about OSHA standards and what effect it has on industry. The class also teaches students about various lifting, fire, and health hazards and how to operate safely in the work environment.

**Credits** 2

**Semester Offered**

Offered Spring only



## MEC 212: Computer Aided Manufacturing (CAM)

This course is intended to support the practical activity of preparing and proving Computer Numerical Control (CNC) part programs for turning, milling, and drilling, in addition to programming robots. Students will learn the importance that computer numerically controlled machines have on modern day manufacturing facilities. They will obtain hands-on experience working with and programming both machining equipment and robots to perform various tasks. The course provides students the basics of writing coding, operating CNC machinery, and how to use MasterCam. All three of these skills will come together through various lab and project assignments.

**Credits** 3

**Prerequisites**

[MEC 101: Technical Drawing/CAD](#)

**Semester Offered**

Offered Fall only

## MEC 215: Workforce Leadership

This course covers the roles and responsibilities of a supervisor or team leader and examines the skills required to effectively lead people and manage their efforts. Topics include effective communications, leadership, problem solving, decision making, continuous quality improvement, change, stress management, diversity issues, and training. Both union and non-union environments are examined.

**Credits** 3

**Prerequisites**

[MEC 100: Introduction To Engineering Technology](#)

**Semester Offered**

Offered upon sufficient demand

## MEC 217: Instrumentation

This is an introductory course in industrial instrumentation and controls. Students will learn the basics of a variety of instrumentation used for process automation, control valves, digital communications, safety systems, process control, etc. Theory will be explained from the text and tested with experiments using actual equipment typically used in industry.

**Credits** 3

**Prerequisites**

Placement into [MAT 100](#) or higher

**Semester Offered**

Offered Spring only

## MEC 222: Programmable Logic Controllers

Programmable Logic Controller topics course is intended to serve as a source for evaluating and using PLC's. The course provides a comprehensive overview of PLC's for use in Industrial Technology. Students will be introduced to the equipment and learn how it aids industry. Students will learn how to program and troubleshoot starting with basic systems and building up to more advanced systems.

**Credits** 3

**Prerequisites**

[ETE 202: Introduction To Industrial Electricity](#)

**Semester Offered**

Offered Spring only

## MEC 228: Robotics & Automated Controls

This course provides hands-on experience in robotics, controls, and automation. Students will build on knowledge gained in the computer aided manufacturing and programmable logic controllers courses. Utilizing industrial equipment students will learn and understand how to program, operate, and troubleshoot FANUC robots. Students will also program and operate with robots and other automated systems together to gain an understanding of their integration. This will build and further enhance their knowledge of PLC's and how to control systems on a higher level. The course wraps up with a systems approach to troubleshooting robotics and automated controls.

**Credits** 3

### **Prerequisites**

[MEC 222: Programmable Logic Controllers](#)

### **Semester Offered**

Offered Fall only

## MEC 232: Mechatronics Systems & Troubleshooting

This course provides hands-on experience in Mechatronics. Mechatronics systems are a combination of mechanical, electrical, computer, and automation controls. Industrial systems are now all integrated, therefore a successful technician needs to be competent in all systems areas. The course combines the skills developed in fluid power, mechanical systems, maintenance systems and reliability, instrumentation, industrial electricity, programmable logic controllers, and robotics and automation. Mechatronics Systems and Troubleshooting will take the building blocks from those courses and advance students' skills through lab based activities on industrial equipment in preparation to be a skilled technician in the field.

**Credits** 3

### **Prerequisites**

[MEC 228: Robotics & Automated Controls](#)

### **Semester Offered**

Offered Spring only

## Meteorology

### MET 101: Meteorology

Meteorology is a course designed for the student who would like to learn more about weather phenomenon. This course explores atmospheric phenomena such as the nature and variability of the wind, temperature, cloud and precipitation as well as the Earth's energy budgets. Emphasis is placed upon the various terminology and tools that meteorologists employ to observe, study and predict storm systems, the development and movement of fronts, as well as thunderstorms and tornadoes. Current topics such as the El Nino, climate modification and air pollution will also be addressed. There are three hours of lecture and one two-hour laboratory per week.

### **General Ed Category**

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### **Prerequisites**

Placement into [ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### **Corequisites**

[MAT 100](#) or equivalent

### **Semester Offered**

Offered upon sufficient demand

## Music

### MUS 101: Music Appreciation

This course presents a basis of intelligent music listening with a series of listening experiences. Knowledge of music technicalities, and information relating to the historical/cultural aspects of music, develops sensitivity to the art. A wide variety of music from ancient through contemporary styles, including representative masterpieces which form an important part of our musical tradition are explored.

### **General Ed Category**

The Arts

**Credits** 3

### **Semester Offered**

Offered upon sufficient demand



## MUS 110: College Chorale

This course is designed to give the student practical experience in singing and music reading as well as performance. It is a course that allows participating students an alternative experience in the performing arts. A student may enroll in this course twice for a total of two credits.

**Credits** 1

**Semester Offered**

Offered Fall and Spring

## MUS 115: Broadway Musical History

This course traces the development of the American musical theatre from its late 19th Century roots to the present, viewing the musical as entertainment, art form, and commercial enterprise. The dramatic literature, music, personalities, and traditions of musical theatre are explored, along with the effect of social, political, and economic influences. This is a critical appreciation course, not a production course.

**General Ed Category**

The Arts

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## Nursing & Allied Health

### EMT 110: Emergency Medical Technician Fundamentals

This course is designed for students training to become an Emergency Medical Technician (EMT) and prepares the EMT student to provide pre-hospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of EMTs, anatomy and physiology, medical emergencies, trauma, special consideration for working in the pre-hospital setting, and providing patient transportation. Successful completion of this course leads to eligibility to take New York State EMT Certification Exams.

**Credits** 6

**Semester Offered**

Offered Fall and Spring

## NUR 101: Introduction To Nursing

This course provides information on the profession and practice of nursing. Past, current and future trends in health care are discussed. An overview of therapeutic communication, stress management, critical thinking, problem solving, data collection and infection control are presented. Basic math and algebra skills are reviewed.

**Credits** 1

**Semester Offered**

Offered Fall or Spring

## NUR 102: Dosage Calculations

This course is designed to help the student who feels uncomfortable with mathematics and its application to computation with dosage problems. Based on the comprehension of basic mathematic skills, students will become proficient in interpreting medication orders, converting between apothecary, metric, and household systems, and determining the safety of prescribed dosages for clients of all ages.

**Credits** 1

**Prerequisites**

[MAT 100](#) or equivalent

**Semester Offered**

Offered Fall only

## NUR 103: Fundamentals of Nursing

An overview of the relationship among the concepts of person, health, and nursing. The client's needs for a safe, effective environment, physiological integrity, and psycho-social integrity are explored. The nursing process is introduced as the problem solving technique. In addition, the student acquires the knowledge and skills essential to meet the basic needs of individuals exhibiting predictable health care needs. Clinical laboratory experience is gained in the college laboratory, the local hospital and a nursing home (52.5 lecture, 37.5 college lab, 102 clinical hours).

**Credits** 7

**Prerequisites**

acceptance into the Nursing program

**Corequisites**

[ENG 101](#), [PSY 101](#), [BIO 228](#)

**Semester Offered**

Offered Fall only

## **NUR 104: Medical/Surgical Nursing I**

A family-centered study of physiological and psycho-social needs of all age groups with predictable health care needs. A beginning relationship among the concepts of person, health, and nursing is established. The student uses critical thinking in the application of the nursing process in caring for clients with predictable health problems related to respiration, digestion, mobilization, diabetes, and dermatology. Learning experiences will include observation in the Operating Room and Recovery Room, as well as client care experiences in med surg units, sub-acute rehab unit and Community Agencies. (30 hours lecture; 30 hours lab; and 93.75 hours clinical)

**Credits** 5

### **Prerequisites**

"C" or better in [NUR 103](#), [ENG 101](#), [PSY 101](#), and [BIO 228](#)

### **Corequisites**

[NUR 105](#), [PSY 230](#) and [BIO 229](#)

### **Semester Offered**

Offered Spring only

## **NUR 105: Nursing Care of The Child-bearing Family**

This course introduces relationships among the concepts of person, health and nursing in the child-bearing family. The student uses the nursing process to meet client health care needs during the child-bearing cycle. Trends and issues in reproductive health are discussed within the context of past, present, and future advances in technology. The course includes two hours per week (30 hrs.) of class lecture and 90 hrs. of clinical experiences at CVPH Medical Center on the Maternal/Newborn Unit and Pediatric Unit.

**Credits** 4

### **Prerequisites**

"C" or better in [NUR 103](#), [ENG 101](#), [PSY 101](#), and [BIO 228](#)

### **Corequisites**

[NUR 104](#), [PSY 230](#) and [BIO 229](#)

### **Semester Offered**

Offered Spring only

## **NUR 106: Medical Terminology**

A comprehensive study of medical terminology involving spelling, pronunciation, and definitions. Included is the basic structure of medical words: prefixes, suffixes, combining forms, and plurals. Emphasis is on building a professional vocabulary helpful for employment in the medical field.

**Credits** 1

### **Semester Offered**

Offered Fall or Spring

## **NUR 201: Medical/surgical Nursing II**

The study of clients of all ages with health care problems that seriously disturb or threaten life status. The interrelationship among the concepts of person, health, and nursing is developed. The student uses the nursing process in caring for clients with health care needs related to cancer, the cardiovascular system and endocrine system. Clinical laboratory experience occurs on Medical-Surgical, Intensive Care Unit, Fitzpatrick Cancer Center, Cardiac Catheterization Unit of the local hospital and Hospice. (30 lecture, 15 Skills Lecture, and 120 clinical hours).

**Credits** 5

### **Prerequisites**

"C" or better in [NUR 104](#), [NUR 105](#), [BIO 228](#), [BIO 229](#), and [PSY 230](#)

### **Corequisites**

[SOC 101](#) and [BIO 204](#)

### **Semester Offered**

Offered Fall only

## NUR 202: Mental Health Nursing

The focus is the individual's psycho-social adaptation to life events. The interrelationship among the concepts of person, health, and nursing is developed. The student uses the nursing process to meet health care needs of clients experiencing mental health problems that threaten or disrupt life status. Learning experiences include clinical assignments in a hospital setting, field experiences and interdisciplinary conferences. (30 hours lecture; 10 hours seminar; and 80 hours lab).

**Credits** 4

**Prerequisites**

"C" or better in [NUR 104](#), [NUR 105](#), [BIO 228/229](#), [PSY 230](#)

**Corequisites**

[SOC 101](#) and [BIO 204](#)

**Semester Offered**

Offered Fall only

## NUR 203: Medical/surgical Nursing III

The focus is initially on the child and adult client with health care problems that seriously disturb or threaten life status. The inter-relationship among the concepts of person, health, and nursing are fully developed. The student uses the nursing process in caring for adult clients with unstable health care needs related to thermal injury, hepatic, urinary, and sensorineural disorders. The focus progresses from individuals to groups of clients within the hospital. The role of the nurse manager is presented encompassing effective communications, human relations, time management, and cost containment. Contemporary issues, legal and ethical issues, and professional responsibilities are explored. Learning experiences occur on Medical-Surgical Units, Critical Care Units, and Kidney Dialysis Unit, IV Therapy, Nursing Home settings and Home Health. (75 lecture and 225 clinical hours).

**Credits** 10

**Prerequisites**

"C" or better in [NUR 201](#), [NUR 202](#), [SOC 101](#) and [BIO 204](#)

**Semester Offered**

Offered Spring only

## NUR 204: Pharmacology For Nurses

This course presents basic pharmacological principles. All major drug families, relevant physiology and pathophysiology are reviewed. Drug actions and interactions are explored and the major drug classifications are reviewed using a system by system approach. The nursing process is integrated as it relates to the drug therapy for each client. The course will enhance the student's ability to care for and educate patients receiving medications.

**Credits** 3

**Prerequisites**

"C" or better in [NUR 201](#), [NUR 202](#), [SOC 101](#) and [BIO 204](#)

**Semester Offered**

Offered Spring only

## NUR 207: Phlebotomy

The course emphasizes the theory and practical instruction involved in a structured phlebotomy program to include simulated and experiential exercises. The content areas will be health care delivery systems, basic anatomy and physiology, specimen collection, infection control, professionalism, and laboratory testing.

**Credits** 2

**Semester Offered**

Offered Fall or Spring

## Philosophy

### PHI 101: Introduction To Philosophy

This introductory course considers the nature of knowledge (epistemology) and value (axiology). In the first half of the course students investigate the work of philosophers who have sought to understand the origin and certitude of knowledge. These philosophers include rationalists, empiricists, and alternative thinkers such as Berkeley and Kant. In the second half of the course students confront the complex questions of moral philosophy, which involves disciplined reflection on human freedom and responsibility.

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

# Physics

## PHY 100: Physics for the Liberal Arts

Conceptual physics is a laboratory course that emphasizes the concepts of physics while de-emphasizing complex mathematical calculations. Topics include Newtonian mechanics, heat and temperature, sound and topics from modern physics. There are three hours of lecture and one two-hour laboratory per week. Students who have received credit for PHY 111 or PHY 112 cannot subsequently receive credit for PHY 100. In the case that a student completes PHY 100 prior to completing PHY 111 or PHY 112, then PHY 100 will count as free elective credit only.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

[MAT 100](#) or equivalent

### Semester Offered

Offered upon sufficient demand

## PHY 111: General Physics I

This is the first course of a two-semester sequence which covers: mechanics, which includes the study of linear, circular and rotational motion and how Newton's laws, and the concepts of energy and momentum can be applied, thermodynamics including temperature, heat transfer, and changes in state, and analysis of the sinusoidal nature of simple harmonic motion. There are three hours of lecture and one two-hour laboratory per week. Students who have received credit for PHY 111 or PHY 112 cannot subsequently receive credit for [PHY 100](#). In the case that a student completes [PHY 100](#) prior to completing PHY 111 or PHY 112, then [PHY 100](#) will count as free elective credit only.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

[MAT 104](#), [MAT 105](#) or equivalent

### Corequisites

[ENG 101](#), college level reading or completion of [ENG 101S](#) and [RDG 095](#)

### Semester Offered

Offered Fall only

## PHY 112: General Physics II

This is a continuation of General Physics I. The following topics include: wave phenomena and sound, electricity and magnetism, optics, and topics from modern physics including quantum theory and nuclear physics. There are three hours of lecture and one two-hour laboratory per week. Students who have received credit for [PHY 111](#) or PHY 112 cannot subsequently receive credit for PHY 101. In the case that a student completes PHY 101 prior to completing [PHY 111](#) or PHY 112, then PHY 101 will count as free elective credit only.

### General Ed Category

Natural Sciences (and Scientific Reasoning)

**Credits** 4

### Prerequisites

[PHY 111: General Physics I](#)

### Corequisites

[MAT 204](#), [MAT 205](#) or equivalent

### Semester Offered

Offered Spring only

## PHY 121: Calculus Based Physics I

Calculus-based general physics course which covers: mechanics, which includes the study of linear, circular and rotational motion and how Newton's laws, and the concepts of energy and momentum can be applied, thermodynamics including temperature, heat transfer, and changes in state, and analysis of the sinusoidal nature of simple harmonic motion. There are three hours of lecture and one two-hour laboratory per week.

**Credits** 4

### Corequisites

[MAT 224: Calculus I](#)

### Semester Offered

Offered upon sufficient demand

## PHY 122: Calculus Based Physics II

Calculus-based general physics course is a continuation of General Physics I. The following topics include: wave phenomena and sound, electricity and magnetism, optics, and topics from modern physics including quantum theory and nuclear physics. There are three hours of lecture and one two-hour laboratory per week.

**Credits** 4

**Prerequisites**

[PHY 121: Calculus Based Physics I](#)

**Semester Offered**

Offered upon sufficient demand

## Political Science

### PSC 100: Government & Politics In America

This course is an introduction to the United States system of federal and constitutional government. A special emphasis is placed on the means by which citizens actively participate in public policy decisions, and the relationship between the branches of national government, and of the states to the central (Federal) system. This course fulfills the SUNY General Education requirement for the Social Sciences Knowledge and Skill Area.

**General Ed Category**

Social Sciences

**Credits** 3

**Prerequisites**

Completion of [ENG 101S](#) or placement in [ENG 101](#).

**Semester Offered**

Offered Spring and Summer

### PSC 120: Intro To Political Science Comparative Politics

An introductory level course in Political Science with a specific focus on Comparative Politics. While students will gain some familiarity with the major areas of the discipline (Political Thought, International Relations & Domestic Politics), the primary focus of this course will be on how governments, political groups, and political procedures vary across countries of a democratic, nondemocratic, developed and developing nature. Specifically, the course will provide a comparative political analysis of a number of countries including the United States, Great Britain, India and China.

**Credits** 3

**Prerequisites**

Completion of [ENG 101S](#) or placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

### PSC 200: Constitutional Law

This course is a study of the relationship between the Supreme Court and the political elements of the United States system of national and state government, with emphasis on civil liberties and civil rights.

**Credits** 3

**Prerequisites**

Completion of [ENG 101S](#) or placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

### PSC 220: World Politics

This course examines the major developments in the field of International Relations over the past two hundred years. Specific areas addressed will include key theoretical approaches to the study of International Relations (e.g., Realism, Liberalism, etc.), system, state and individual levels of analysis, nationalism and transnationalism, diplomacy, international law and morality, national and international security, international trade, investment and monetary relations, the north/south debate and human rights. The structures and functions of various intergovernmental (IGOs) and nongovernmental (NGOs) organizations on both a regional and global scale will also be examined.

**Credits** 3

**Prerequisites**

Completion of [ENG 101S](#) or placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

## PSC 231: History of Political Ideas

This course surveys a number of key figures in the History of Political Thought. In this regard, particular, yet not exclusive, attention will be paid to the political thought of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Marx. Specific themes under consideration will include reflections on the character of justice, authority, obligation and freedom with a view to the appropriate political order for man and the proper relationship of the individual to the state.

**Credits** 3

**Prerequisites**

Completion of [ENG 101](#)S or placement in [ENG 101](#).

**Semester Offered**

Offered Fall and Spring

## PSC 240: State & Local Government

This course is an introduction to the organization, structure, and functions of state, county, and municipal governments.

**Credits** 3

**Prerequisites**

Completion of [ENG 101](#)S or placement in [ENG 101](#).

**Semester Offered**

Offered Fall and Spring

## Psychology

### PSY 101: Introduction To Psychology

This course is a survey of the major areas and theories in psychology, introducing students to the research methods, terminology and diversity of contemporary psychology. The course will cover topics such as principles of personality, learning, thought, memory, biopsychology, emotion, stress, mental health, social psychology and developmental processes.

**General Ed Category**

Social Sciences

**Credits** 3

**Prerequisites**

Placement in [ENG 101](#).

**Semester Offered**

Offered Fall, Spring and Summer

## PSY 230: Human Development

This course provides a general introduction to the area of Developmental Psychology and a survey of developmental processes that influence the growth of the physical, intellectual, and socio-emotional aspects of the person throughout the lifespan.

**Credits** 3

**Prerequisites**

[PSY 101](#), [ENG 101](#).

**Semester Offered**

Offered Fall and Spring

## PSY 240: Social Psychology

This course is an introduction to the major concepts, theories, and current issues dealing with socio-psychological phenomena such as conformity, persuasion, prejudice, friendship, aggression, and altruism. The course acquaints students with major research findings in the area, and practical applications/implications of the major principles discussed.

**Credits** 3

**Prerequisites**

[PSY 101](#); placement in [ENG 101](#).

**Semester Offered**

Offered Fall

## PSY 247: Human Sexuality

This is a survey course designed to provide students with a broad range of information about sexuality and sex roles. Using an interdisciplinary approach, the course discusses sexuality from biological, psychological, and sociological perspectives.

**Credits** 3

**Prerequisites**

Placement in [ENG 101](#).

**Semester Offered**

Offered Fall

## PSY 250: Applied Psychology

This course is an overview of the application of theories and principles from biological, behavioral, cognitive and social psychology to the fields of counselling, mental health, health, education, stress and coping, and, the workplace.

**Credits** 3

**Prerequisites**

[PSY 101](#), [ENG 101](#).

**Semester Offered**

Offered Spring



## PSY 260: Psychology of Women

This course explores the nature and extent of gender differences and the processes by which those differences emerge. Students will critically evaluate theories and research regarding gender as well as discuss their own experiences and values.

**Credits** 3

**Prerequisites**

[PSY 101](#); [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

## PSY 280: Abnormal Psychology

This course is designed to give an appreciation and understanding of the etiology, nature, and treatment of selected emotional and psychological disorders. The central topics of this course will cover abnormal behavior in our society, casual factors, stress, the various psychological problems and mental disorders via DSM IV, clinical assessment, psychological treatments and contemporary issues in Abnormal Psychology.

**Credits** 3

**Prerequisites**

[PSY 101](#); placement in [ENG 101](#).

**Semester Offered**

Offered Spring

## Reading

### RDG 095: Reading Foundations

This course is designed to help students become active readers while developing basic reading and vocabulary skills necessary for effective beginning college-level reading and study skills. Specific skills embedded in the course include determining the meanings of unfamiliar words in context, identifying and organizing main ideas and key details, paraphrasing, and summarizing. Students must demonstrate mastery of the course material by earning a C or better on a standardized department final exam, as well as a grade of C or better to pass this course. The course is not intended for non-native speakers of English.

**Prerequisites**

Required on the basis of placement test.

**Semester Offered**

Offered Fall and Spring

## Recreation

### REC 100: Introduction To Recreation & Leisure Services

This course is designed to present a foundation for the study of leisure and organizations delivering leisure services. This course provides an overview of the philosophical, historical, social, cultural, political and economic factors influencing leisure services. Additional focus will be placed upon the various agencies providing recreational services.

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## Science

### SCI 110: Foundational Skills In Science

This is a foundation course designed for science students to prepare them for course work in science classes. Students will be introduced to scientific writing, writing effective lab reports, how to perform literature searches, how to evaluate sources, use of spreadsheets, constructing and evaluating graphs and tables, scientific measurement, handling data and use of statistics for data analysis. One contact hour per week for 15 weeks or 2 contact hours per week for 7 weeks.

**Credits** 1

**Prerequisites**

Placement into [ENG 101](#) and [MAT 100](#)

**Semester Offered**

Offered Spring only

## Social Work

### SWK 101: Introduction To Social Work

This course provides an introduction to the social work profession and prepares students for entrance to the social work major. Students are introduced to the attributes, contexts, fields of practice, and practice settings of professional social work. Practice with specific client groups is examined and students are encouraged to begin identifying practice areas of interest to them.

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

### SWK 260: Introduction To Social Welfare

The history, organization, and adequacy of major cash support, in-kind, and social services programs in the United States are analyzed in this course. Attention is focused on the ideological, political, and economic factors that have shaped the development of such initiatives. The emergence of social work as a profession and the role of social workers in social welfare programs is examined.

**Credits** 3

**Prerequisites**

[ENG 101](#), [SOC 101](#), [SWK 101](#), and prior completion of a minimum of 24 credits.

**Semester Offered**

Offered Spring only

## Sociology

### SOC 101: Introduction To Sociology

This course explores culture and society highlighting how these dynamic forces are created by and affect human social behavior, particularly in contemporary society. Major theoretical perspectives within sociology are emphasized throughout the course and the methods that sociologists use to study social phenomena are discussed. Topics studied include: the process of socialization, social interaction, group dynamics, bureaucracies, deviance, social stratification and inequality on the basis of social class, race, and gender. Social change, social movements and collective behavior are also addressed.

**General Ed Category**

Social Sciences

Diversity: Equity, Inclusion, and Social Justice

**Credits** 3

**Prerequisites**

Placement in [ENG 101](#).

**Semester Offered**

Offered Fall, Spring and Summer upon sufficient demand



## SOC 102: Social Problems

This course analyzes contemporary problems of American society through the application of different sociological perspectives. Topics include (but are not limited to) poverty, racism, sexism, problems within the family, crime, and ecology. Primary emphasis is placed on the structure of American social institutions and how social problems arise from those structures.

**Credits** 3

**Prerequisites**

[SOC 101](#); placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

## SOC 202: Sport In Society

Sport in Society examines sport using the sociological perspective. The course will focus on current and past issues within the sociology of the sporting landscape. Students will utilize critical thinking skills, research and theories to examine the role of sport as a key social institution that influences and is influenced by the greater society.

**Credits** 3

**Prerequisites**

[ENG 101: English Composition](#)

[SOC 101: Introduction To Sociology](#)

## SOC 205: Sociology of Women

This course explores the ways that gender and systems of inequality on the basis of gender impact the lives of women in America and around the world. Discussions include: the historical roots of the current system of gender inequality; the ways that both women and men perpetuate women's unequal status; the impact of inequality on the lives of women; and the future of women's status relative to men.

**Credits** 3

**Prerequisites**

[SOC 101](#); Placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

## SOC 209: Aging In Society

This course will explore aging as a social phenomenon (not just a biological fact) in order to more fully understand the social and personal implications of the aging process. Both "macro" and "micro" perspectives will be applied to answer questions about the experience of aging for the individual and their society. The diversity of the population referred to as "elderly" will be emphasized as students explore the cultural, social, economic, political, health, and personal dimensions of becoming old and being old in America.

**Credits** 3

**Prerequisites**

[SOC 101](#); placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

## SOC 212: Sociology of The Family

This course offers a comparative theoretical study of family organization in different societies. The dynamic nature of the family institution in American society is a core theme. Historical and contemporary issues are analyzed to include cross-cultural discussions regarding marital interaction, parent-child relations, sexual behavior, divorce, remarriage, and death.

**Credits** 3

**Prerequisites**

[SOC 101](#); placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

## SOC 215: Sociology of Health And Illness

This course provides a sociological analysis of health and illness. Topics include: how social factors (i.e. race, social class, and gender) influence health; factors which influence an individual's response to illness; social dynamics which have shaped and continue to influence the delivery of health care both nationally and internationally; and ethical issues our nation currently faces regarding health care.

**Credits** 3

**Prerequisites**

[SOC 101](#); placement in [ENG 101](#).

**Semester Offered**

Offered upon sufficient demand

# Spanish

## SPA 101: Elementary Spanish I

Elementary Spanish I is designed for the beginning student with no previous experience in Spanish. The main objectives of this course are to help students develop effective communication skills in Spanish through the elementary development of the four basic language skills (listening, speaking, reading and writing), while focusing on and critically examining cultural beliefs, values and aspects of everyday life in Spanish-speaking nations.

**General Ed Category**

World Languages

**Credits** 3

**Semester Offered**

Offered Fall and Spring

## SPA 101P: Elementary Spanish I For Professions

This course is designed for the beginning student with no previous experience in Spanish. The main objectives of this course are the elementary development of the four basic language skills (listening, speaking, reading and writing), while focusing on using culturally appropriate Spanish in basic professional (health care, social services, law, tourism, and business) situations. This course is equivalent to [SPA 101](#).

**General Ed Category**

World Languages

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## SPA 102: Elementary Spanish II

Elementary Spanish II is a direct continuation of [SPA 101](#) with further development of the four language skills to a high novice level and continued introduction to Hispanic Culture.

**General Ed Category**

World Languages

**Credits** 3

**Prerequisites**

[SPA 101](#) or 2-3 units of high school Spanish, or equivalent.

**Semester Offered**

Offered upon sufficient demand

## SPA 201: Intermediate Spanish I

Intermediate Spanish I is a second year, first semester course designed for students with previous experience in Spanish. The main objectives of this course are to help students develop effective communication skills in Spanish through the development of the four basic language skills (listening, speaking, reading, and writing) and cultural knowledge.

**General Ed Category**

World Languages

**Credits** 3

**Prerequisites**

[SPA 102](#) or 4 units of high school Spanish, or equivalent.

**Semester Offered**

Offered upon sufficient demand

## SPA 202: Intermediate Spanish II

Intermediate Spanish II is a direct continuation of [SPA 201](#) with further development of the four language skills and cultural knowledge to a high intermediate level.

**General Ed Category**

World Languages

**Credits** 3

**Prerequisites**

[SPA 201](#) or 5 units of high school Spanish, or equivalent.

**Semester Offered**

Offered upon sufficient demand

# Theatre

## THE 110: Theatre & Performance

This course is an introduction to theater as an art form, which will be addressed through a broad overview of the history of theater. Work in the course will focus on the fundamentals of acting and the relationship established between performer and audience. Students will prepare and perform individual, duo, and group scenes. In addition, students will learn about the process and theory of directing and production.

### General Ed Category

The Arts

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

## THE 115: Broadway Musical History

This course traces the development of the American musical theatre from its late 19th Century roots to the present, viewing the musical as entertainment, art form, and commercial enterprise. The dramatic literature, music, personalities, and traditions of musical theatre are explored, along with the effect of social, political, and economic influences. This is a critical appreciation course, not a production course.

### General Ed Category

The Arts

**Credits** 3

**Semester Offered**

Offered upon sufficient demand

# Wind Energy & Turbine Technology

## WTT 101: Introduction To Wind Energy & Wind Turbine Technology

This course is the first course in a series of four courses designed to cover the history, economics, politics, regulations and future of wind energy in the U.S. and elsewhere. Topics include basic wind turbine construction including; civil engineering, site locations, design features and specifications. The mechanical and electrical components of the wind turbine will be explained. Students will be able to explain how the blades on a wind turbine create lift and how that lift turns the rotor and creates electrical power. There are three hours of lecture and two hours of laboratory per week.

**Credits** 4

**Semester Offered**

Offered Fall

## WTT 102: Wind Turbine Mechanical Systems

This course is the second course in a series of four courses and is designed to cover the identification and analysis of the components, gearboxes and other mechanical systems that make up subsystems of modern wind turbines. Students will be able to identify types and specifications of different types of fasteners, the effects of torque on the fasteners and how lubricants are used in the components of a wind turbine. The conversion and transfer of energy from the wind through the power train of a wind turbine will be illustrated and explained. There are one hour of lecture and four hours of laboratory per week.

**Credits** 3

**Prerequisites**

[WTT 101: Introduction To Wind Energy & Wind Turbine Technology](#)

**Semester Offered**

Offered Spring

## WTT 103: Safety At Height And Rescue

This course is designed to instruct the student in the use of safety equipment, equipment inspection procedures, evacuation procedures, and rescue techniques when working at heights. This course will cover general wind turbine safety, fall protection and work positioning systems, equipment use and inspection, shock-absorbing fall arrest vs. work positioning lanyard, mitigating harness-induced suspension trauma, proper anchoring methods, rescue and evacuation protocol, automatic Descent Control Devices, personal escape and rescue systems (e.g. PDQ), load raising and transfer methods, fall recovery and rescue (e.g. from nacelle or nose cone), ladder rescue, and Hub & Yaw rescue.

**Credits** 1

**Semester Offered**

Offered Spring, and with sufficient demand

## WTT 201: Power Generation & Delivery

This course is the third course in a series of four courses and is designed to cover the in-depth study of the components of the input electrical power delivery systems for wind generation. Students will be able to explain the theory and operation of wind generators and explain the link between generators and converters. The wind farm high voltage underground and overhead power collection system will be explained along with how it is connected to the power grid via the sub-station. There are one hour of lecture and four hours of laboratory per week.

**Credits** 3

**Prerequisites**

[ETE 101: Electrical Circuits I](#)

**Semester Offered**

Offered Fall only

## WTT 202: Turbine Troubleshooting & Repair

This course is the last course in a series of four courses and is designed to cover the practice of installation, operation, maintenance, troubleshooting and repair of wind turbine mechanical systems and turbine blades. The student will work with electric/electronic/mechanical equipment using switches, fuses, breakers, interlocks, isolating valves and proper grounding techniques. Troubleshooting and repair of failed mechanical and electrical equipment will be explained and demonstrated. There are six hours of laboratory per week.

**Credits** 3

**Prerequisites**

[WTT 102](#) and [ETE 102](#)

**Corequisites**

[WTT 201: Power Generation & Delivery](#)

**Semester Offered**

Offered Spring only

## WTT 214: Internship/Field Training

The WTT Internship will provide students with a supervised, on-the-job, work experience related to wind turbine systems. Students are required to work a minimum of forty hours at a sponsor site and meet with the instructor for approximately four class hours during the semester.

**Credits** 1

**Prerequisites**

[WTT 102: Wind Turbine Mechanical Systems](#)

**Corequisites**

[WTT 201](#) and [WTT 202](#)

**Semester Offered**

Offered upon sufficient demand