



2026-2027

COLLEGE CATALOG



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General Information

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.



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

2026-2027 Academic Calendar

Fall 2026 Semester	
Distance Learning Classes Open (DL/FL/HL)	Monday, August 17
Opening Day (Faculty and Staff)	Friday, August 21
Semester Begins	Monday, August 24
1 st 7-week Session Begins	
Labor Day - <i>Classes in Session</i>	Monday, September 7
1 st 7-week Session Ends	Friday, October 9
Indigenous Peoples' Day Break	Monday - October 12 - <i>College Offices Closed - No Classes</i> Tuesday, October 13 - <i>No Classes</i>
Midterm Grades Due	Wednesday, October 14
1st 7-week Session Final Grades Due	
2nd 7-week Distance Learning Classes Open (DL/FL/HL)	Wednesday, October 14
2 nd 7-week Session Begins	Wednesday, October 21
Thanksgiving Break – <i>No Classes</i> <i>*College Offices Closed November 26-27</i>	Wednesday - Friday, November 25-27
Make-up Day (if needed)	Saturday, December 5
Final Exam Week	Monday - Friday, December 7 - 11
Fall Semester Ends	Friday, December 11
2 nd 7-week Session Ends	
Final Exam Make-up Day (if needed)	Monday, December 14
Final Grades Due	Wednesday, December 16
2nd 7-week Session Final Grades Due	

Spring 2027 Semester	
Martin Luther King Jr. Day	Monday, January 18 - <i>College Closed</i>
Distance Learning Classes Open (DL/FL/HL)	Monday, January 18
Opening Day (Faculty and Staff)	Friday, January 22
Semester Begins	Monday, January 25
1 st 7-week Session Begins	
1 st 7-week Session Ends	Friday, March 12
Spring Break	Monday, March 15 – Friday, March 19 - <i>No Classes</i>
2nd 7-week Distance Learning Classes Open (DL/FL/HL)	Monday, March 22
Midterm Grades Due	Wednesday, March 24
1st 7-week Session Final Grades Due	
2 nd 7-week Session Begins	Monday, March 29
Make-up Day (if needed)	Saturday, May 8
Final Exam Week	Monday, May 10 - Friday, May 14
Semester Ends	Friday, May 14
2 nd 7-week Session Ends	
Graduation/Commencement Ceremony – 6:00 PM	Friday, May 14
Final Exam Make-up Day (if needed)	Monday, May 17

Spring 2027 Semester	
Final Grades Due	Wednesday, May 19
2nd 7-week Session Final Grades Due	

Summer 2027 Sessions	
Flash Schedule	
Flash Session Begins	Monday, May 17
Flash Session Ends	Friday, May 28
Memorial Day Holiday	Monday, May 31 - <i>College Closed</i>
Flash Session Final Grades Due	Wednesday, June 2
Session I	
Distance Learning Classes Open (DL/FL/HL)	Wednesday May 19
Session I Begins	Wednesday, May 26
Juneteenth (no classes)	Friday, June 18
Session I Ends	Tuesday, July 1
Independence Day Holiday	Monday, July 5 - <i>College Closed - No Classes</i>
Session I Final Grades Due	Friday, July 6
Session II	
Distance Learning Classes Open (DL/FL/HL)	Thursday, July 1
Session II Begins	Monday, July 8
Session II Ends	Wednesday, August 11
Session II Final Grades Due	Friday, August 13
Session III	
Distance Learning Classes Open (DL/FL/HL)	Wednesday, May 19
Session III Begins	Wednesday, May 26
Juneteenth	Friday, June 18 - <i>College Open - No Classes</i>
Independence Day Holiday	Monday, July 5 - <i>College Closed - No Classes</i>
Session III Ends	Friday, August 6
Session III Final Grades Due	Wednesday, August 11

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
Career Services	(518) 562-4128
Center for Community & Workforce Development - Non-Credit Courses and Workforce Training	(518) 562-4139
College Advancement Program (CAP)	(518) 562-4175
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) 562-4247
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
University Police	(518) 564-2022

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 218M, Clinton Community College, 46 Beekman Street, Plattsburgh, NY 12901, (518) 562-4131, 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 for the most up-to-date catalog.

Directions to Clinton Community College

Clinton Community College is located in the heart 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:

Cumberland Head Ferry Route:
Cumberland Head – Grand Isle Ferry (Operates Year-Round):

Visit www.ferries.com for ferry schedules and directions.

After departing the ferry

- Follow Commodore Thomas Macdonough Highway.
- At the first traffic light (Cumberland Head Road), continue straight.
- At the second traffic light (Route 9, near Gus' Red Hots), turn left onto Route 9.
- Follow signs for the hospital.
- At the next light, turn right onto Boynton Avenue.
- Drive approximately 0.75 miles and turn left onto Beekman Street.
- Continue past the hospital entrance and one traffic light.
- After crossing Court Street, you'll see the George Moore Building on your left at 46 Beekman Street.

Rouses Point Bridge Route:

- Take Highway 89 to Swanton, VT.
- Turn left onto Route 78 and follow signs through Alburgh.
- Turn right onto Route 2.
- After crossing the bridge, turn left onto Route 11.
- Follow signs to I-87 South, then follow the directions from the North below.

From the NORTH (I-87 South):

- Take I-87 South to Exit 37.
- Turn right at the traffic light onto Route 3 (Cornelia Street).
- Travel about 1 mile to the "Y" intersection with Broad Street.
- Bear left at the "Y" to stay on Cornelia Street.
- Continue straight through one traffic light (you'll pass the hospital entrance).
- At the next light, turn right onto Beekman Street.
- Continue past Court Street. You'll see the George Moore Building on your left at 46 Beekman Street.

From the SOUTH & WEST:

From Buffalo/Syracuse/Albany Area:

- Take I-90 East to Albany.
- Merge onto I-87 North and follow to Exit 37.
- Then follow the same directions as "From the North" above.

From New York City Metro Area:

- Take I-87 North to Exit 37.
- Follow the same directions as above via Route 3 and Beekman Street.

From Canton/Potsdam Area:

- Take Route 11 East.
- In Ellenburg, turn right at the flashing yellow light onto NY-190.
- Follow NY-190 to NY-3 (Cornelia Street) in Plattsburgh.
- Turn left onto NY-3 and go approximately 2.5 miles to the "Y" with Broad Street.
- Bear left at the "Y" to stay on Cornelia Street.
- After one traffic light (past the hospital), turn right onto Beekman Street.
- Continue past Court Street. You'll see the George Moore Building at 46 Beekman Street.

Need additional help? Get driving directions from [MapPoint](#) or [Map Quest](#). CCC is located at 46 Beekman Street, Plattsburgh NY 12901.

Traveling By Bus or Train:

- [Amtrak Train Service](#)
- [Greyhound Bus Service](#)

Traveling By Air:

- [Plattsburgh International Airport](#)

Other airports near Plattsburgh:

- [Burlington International Airport](#)
- [Trudeau \(Formerly Dorval\) Airport - Montreal, Quebec, Canada \(About 1.5 Hours Away\)](#)
- [Albany International Airport \(About 2.5 Hours Away\)](#)

About Clinton Community College



Clinton Community College, a member of the State University of New York, has long delivered affordable, quality higher education, empowering individuals to create paths to personal and professional growth.

Now, with three locations each tailored to fit the unique needs of our students, we are well positioned to continue delivering and growing high value learning opportunities for our students and region.

Clinton Community College was permanently housed at the location of the historic Hotel Champlain since 1971. In 2025, Clinton relocated to buildings on SUNY Plattsburgh campus formerly known as the Redcay building and

Canadian Studies building. Now in the heart of Plattsburgh, this location offers more connections for students to SUNY Plattsburgh and the Plattsburgh community.

The Moore Building at SUNY Plattsburgh

The Moore Building — our primary academic building, with administrative offices at nearby 133 Court Street — sits at the edge of the SUNY Plattsburgh campus. This includes upgraded classrooms and nearby spaces for art and science labs and Feinberg Library. This is our hub. Close to other campus buildings and downtown Plattsburgh.

Nursing and EMS at CVPH

Among our highest interest and community-impact programs, nursing and EMS education are embedded adjacent to nearby UVM Health Network - Champlain Valley Physicians Hospital. Students have direct access to hands-on learning, enabling them to pursue a career in one of the North Country's most critical industries.

IAM on the Bluff

With an ever-increasing need among local and statewide businesses for people with a variety of advanced manufacturing skills, our Institute for Advanced Manufacturing at Bluff Point provides pathways to high-growth industries and family-sustaining careers. Students also have access to classes, amenities and services at the Moore Building as well.

Accreditation

Clinton Community College is accredited by the Middle States Commission on Higher Education.

Our accreditation is affirmed through 2029-2030.

Accreditation is an important stamp of approval for all colleges and involves a transparent peer review process. Recognized by the U.S. Department of Education, it means the college meets quality standards in several critical areas, giving students confidence that they are attending a reputable institution. It includes eligibility for the college and students for federal aid and programs.

MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). Please feel free to review our [Statement of Accreditation](#).

MSCHE provides opportunities for students, faculty, staff, and members of the public to submit information regarding the qualifications of its member institutions and the institution's compliance with Commission standards for accreditation, requirements of affiliation, and policies and procedures. <https://www.msche.org/complaints/>

Middle States Commission on Higher Education

1007 North Orange Street
4th Floor, MB#166
Wilmington, DE 19801
Phone: (267) 284-5000
E-mail: info@msche.org

Spanish: espanolinfo@msche.org

The curricula offered by Clinton Community College are approved by the [State University of New York](#) and registered by the [New York State Education Department - Office of Higher Education](#). The college is authorized to award the degrees of Associate in Arts, Associate in Science, Associate in Applied Science, and Associate in Occupational Studies, as well as certificates, as established by the [Board of Regents of the University of the State of New York](#).

Nursing A.A.S. Program Accreditation

Clinton Community College's Nursing A.A.S. 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

HEGIS Category: 5208.10

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

Strategic Initiatives:

- Foster student success and support, driving academic momentum
- Grow enrollment and partnerships, advancing impact and increasing revenues.
- Develop and align programs with community, student and workforce, staying at and ahead of needs.
- Forge financial and employee sustainability, ensuring the college's future.



Admissions Requirements and Procedures

Guide for New Students

Admissions Office

(518) 562-4170 or 1-800-552-1160
E-mail: admissions@clinton.edu
Website: admissions.clinton.edu



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

1. Complete SUNY 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.
5. Provide documentation of immunizations. Questions may be directed to the College Nurse at Healthservices@clinton.edu
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:

Apply For Admission:

Complete the SUNY APC application. This application will be free of charge. 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.

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 \$8,000 (includes tuition, fees and books) per year to more than \$30,000 (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.
2. Apply for NYS Aid (TAP, Excelsior). Go to 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%
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 (admissions.clinton.edu). 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. 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 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 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 (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 BIO101
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

Applicants with a Prior Felony

State University of New York (SUNY) policy prohibits admissions applications from inquiring into an applicant's prior criminal history. After acceptance, Clinton Community College shall inquire if the student previously has been convicted of a felony if such individual seeks participation in clinical or field experiences, internships or study abroad programs. The information required to be disclosed under SUNY policy regarding such felony convictions shall be reviewed by a standing campus committee consistent with the legal standards articulated in New York State Corrections Law. Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the

requirements of certain academic programs and/or to meet licensure requirements for certain professions. Students who have concerns about such matters are advised to contact the Office of Admissions.

Online Learning



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. Computer labs are available on campus for student use.

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 without permission of instructor.
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.
- **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:

- Accounting A.A.S.
- Computer Information Technology & Cyber Security A.A.S
- Criminal Justice A.A.
- English A.A.
- Liberal Arts: Math / Science A.S.
- Business Management Certificate (100%)
- Computer Support Certificate (100%)
- 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.

Contact the Online Educational Services Coordinator:

Karen Case
(518) 562-4366
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.

Most 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) Pre algebra Supplemental Instruction
- MAT 100 Introductory Algebra
- MAT 100Q Quantitative Literacy I

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, mathematics, and science.
2. Personal, academic and career 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>.

Prison Education Program (PEP)

Clinton Community College is committed to expanding access to higher education through its Prison Education Program (PEP), which provides incarcerated individuals with opportunities to pursue college coursework that supports personal growth, continued education, and successful reentry. The College's PEP was launched at Altona Correctional Facility in Fall 2024 and expanded to Clinton Correctional Facility beginning in Fall 2026. Through high-quality instruction and student support services, the program promotes educational achievement and lifelong learning for all students.



How to Register for Classes

Course registration is coordinated by the Registrar's Office, located in the Moore Building, Room 122. 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 the new First-Time and Transfer Student pages. [Directory](#)

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 admissions.clinton.edu).
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 healthservices@clinton.edu. Contact the Dean of Student Affairs, 518-562-4121 with any questions.
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.

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.

2026-2027 Rates

Please check 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

****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 Residents	\$2,916
Tuition, International & Out of State	\$3444
Tuition, Residents who fail to provide Cert. of Res.	\$3444
Student Association Fee — \$25 per hr./max. of 12 cr.	\$300
Alumni Fee (per semester)	\$10
Technology/Portal Fee — \$27 per hr./max. of 12 cr.	\$324
Matriculation Fee	\$37
Payment Plan Fee	\$42
Lab Fees	\$27 - \$245 per course

*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	\$243
Tuition, Non-Residents	\$287
Tuition, Residents who fail to provide Cert. of Res.	\$287
Student Association Fee — \$25 per hr./max of 12 cr.	\$25 per hr
Alumni Fee (per semester)	\$10
Technology/Portal Fee \$27 per hr./max of 12 cr.	\$27 per hr
Lab Fees	\$27-\$245 per course
Payment Plan Fee	\$42

College Advancement Program (CAP) and EMT/AEMT

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

Fees	Amount
Tuition, New York State Residents	\$70 / credit hour
EMT	\$143 / credit hour
AEMT	\$83 / 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 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, 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 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, 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	\$38.00
Biology	\$27.00 - \$35.00
Chemistry	\$27.00
Computer Science	\$27.00
Electronics	\$32.00
EMT/AEMT	\$27.00 - \$52.00
Environmental Science	\$27.00
Geology	\$27.00
Industrial Technology	\$32.00
Mechanical Technology	\$32.00 - \$48.00
Meteorology	\$27.00
Nursing	\$27.00 - \$245
Physics	\$27.00
Science	\$27.00

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

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 \$10,006 (includes tuition, fees and books) per year to more than \$27,404 (including tuition, fees, books, room, board etc.)

Sample Annual Budgets 2026/2027

Visit 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*	\$6,924
Housing & Food	\$3,150
Transportation**	\$2,625
Books	\$1,468
Miscellaneous	\$1,050
TOTALS	\$15,217

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. Financial aid at Clinton is awarded based on student eligibility, need and the availability of funds.

Steps for Filing for Financial Aid:

1. Get a Federal Student Aid ID: (Dependent, one parent needs an ID too).
<https://studentaid.gov/fsa-id/create-account/launch>
2. File the FAFSA application electronically at <https://studentaid.gov/h/apply-for-aid/fafsa>
3. Clinton's code for the FAFSA form is 006787.
4. Complete the TAP on the web application at www.hesc.ny.gov.
5. Clinton's code for TAP is 2036.
6. 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 a U.S. citizens or an eligible non-citizen.
- Be matriculated and enrolled in an approved program.
- Maintain satisfactory academic progress.
- 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 2026/2027 academic year the awards range between \$740 and \$7,395 for eligible students. Visit www.clinton.edu for information.

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

Notification: Clinton will automatically receive an institutional copy of the FAFSA Submission Summary 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 and be able to view them 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 FAFSA Submission Summary 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.

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 FAFSA Submission Summary 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 Human Resource Office to complete payroll paperwork.

Federal Work Study will be disbursed in accordance with the College payroll schedule, based on approved timesheets 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. 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 <https://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 <https://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 one time 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, or a General Equivalency Diploma.
- Be a U.S. citizen or an eligible non-citizen.
- Be matriculated and enrolled in an approved program.
- Maintain satisfactory academic progress.
- Clear any defaulted federal student loan.
- Be a NYS resident.

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

- Scholarship for Academic Excellence
- Tuition Assistance Program (TAP).
- 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.
- NYS Merit
- SUNY Reconnect

New York State Tuition Assistance Program (TAP)

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, TAP on the web.

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

Eligibility: Same as TAP eligibility except students do not have to be full-time.

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, TAP on the web.

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. HESC will issue an official award notice based on part-time attendance.

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.
- Clear any 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, then the TAP, and finally complete the Excelsior application at www.hesc.ny.gov/excelsior. Once all applications are complete, a contract needs to be signed.

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 one time 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 \$7,395 depending on cost of attendance. Use FAFSA to apply; online at https://studentaid.gov .
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 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	Priority is given to: Students with exceptional financial need and students who receive federal Pell Grants. Use FAFSA to apply.

Aid Title	Details
Educational Opportunity Grant (FSEOG)	
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 3 to 11 credits who maintained a "C" average.
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 attendance at colleges in or outside of New York State. Visit www.hesc.ny.gov 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

CCC Alumni Association 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 for more information and to purchase tickets.

Sue Hagar '12 quote:

There are many wonderful and exciting things to share with you. Many changes around campus. Several special events in the works. Numerous engagement occasions. This page is just the first of many great things to come to Clinton.

Now that you're here, please take a moment to look around, reminisce about your time as a Clinton student, and recall the sense of pride and feeling of accomplishment you felt as you crossed that stage and received your degree. I can see your smiles!

As the Alumni Board President, I hope to meet many of you at our future events and see those smiles firsthand. I am excited to hear your "Clinton was my starting point" success story and to share the camaraderie of belonging to our diverse and robust ranks of graduates with you.

Much like our alma mater itself, this page is the starting point of many extraordinary opportunities that I cannot wait to share with you!

**Thank you for stopping by today.
Please....return often.
Welcome Home!**

**Susan Hagar '12
CCC Alumni Association President**

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 volunteer 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.

Endowments, Grants and Scholarships

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

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



Endowments, Grants and Scholarships

- Alan Brockbank Criminal Justice Scholarship
- Arcarese Nursing Scholarship
- Barbara McDowell Memorial Endowment
- Barbara Straw Memorial Endowment
- Bob Bruno Leadership Endowment
- Cadyville Civic Association Endowment
- Champlain Valley Business & Professional Women's Endowment
- Charles W. and Elizabeth Petenyi Scholarship Fund
- Clark Currier EMT Scholarship
- Clinton Community College Alumni Association Scholarship
- Clinton Community College Student Senate Scholarship

- CVPH Foundation John Weldon Nursing Scholarship
- D. Adelle Wightman Memorial Mathematics Scholarship
- D. Billy Jones Leaders of the North Country Scholarship
- Donna Fountain - NYS Home Bureaus Endowment
- Dr. Agnes Pearl Nursing Scholarship
- Dulcie Sherman Memorial Nursing Scholarship
- Florence Godwin Memorial Scholarship
- Foundation General Unrestricted Scholarship
- 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
- Judy Jeffords Student Assistance Scholarship
- Karen Dahle EMT Scholarship
- Kurt and Cheryl Tobrocke Memorial Scholarship Endowment
- Kyle Cartier Memorial Scholarship
- LeRoy M. Douglas, Sr. Memorial Scholarship
- Marilyn Luck Memorial Endowment
- Michael Lepage Memorial Business Scholarship
- Michelle LeBeau Healthcare Endowment
- Nikolas Kurt Michaud Nursing Scholarship
- Opportunity Reimagined Endowment
- PARC Business Scholarship
- Plattsburgh Lions Club Scholarship
- Plattsburgh Noon Kiwanis Club Scholarship
- Ray M. DiPasquale Endowment
- Robert Sawicki Memorial CJ Scholarship
- Roger P. Kennedy Endowment
- Sarah H. Davis Memorial Nursing Scholarship
- SeaComm Federal Credit Union Scholarship
- Steve Martin Memorial Scholarship
- The Shirley Regnier Arts Scholarship
- Tim Myers-Wormser Nursing Scholarship
- William J Manion Memorial Endowment Fund
- 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 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
A (Outstanding Achievement)	4.0
A-	3.7
B+	3.3
B (Above Average Achievement)	3.0
B-	2.7
C+	2.3
C (Average Achievement)	2.0
C-	1.7
D+	1.3
D (Below Average Achievement)	1.0
F (Failure)	0.0
W (Withdrawal)	No Credit/ No Quality Pts
I (Not Completed)	No Credit/ No Quality Pts
U (Audit)	No Credit/ No Quality Pts
CR (Adv. Placement CR./CR. By Exam)	Credit/No Quality Pts
P (Pass)	Credit/No Quality Pts
R (Repeat Until Proficient)	No Credit/ No Quality Pts
FS (Renaissance Program)	No Credit/ No Quality Pts
N (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, and RDG 095.

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. Refer to the Senior Citizen Auditing Section, [Transfer Procedures](#).

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.

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.

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. This includes the use of AI-generated language, visuals, or audio without proper attribution and permission from your instructor.

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 "Schedule Change 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/sunyp/ 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 campus(es). The primary goal of the cross-registration policy is to promote timely degree completion, by providing students access to courses at other SUNY campus(es), 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 pre-requisite(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.

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. 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.cxml>

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 (≤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 (ENG 099). 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 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. 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 their advisor.

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. 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

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

Students will

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

Social Sciences

Students successfully completing a course in this category will:

1. describe major concepts and theories of at least one discipline in the social sciences; and
2. demonstrate an understanding of the methods social scientists use to explore social phenomena.

The Arts

Students successfully completing a course in this category will:

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

US History and Civic Engagement

Students successfully completing a course in this category will:

1. demonstrate understanding of United States' society and/or history, including the diversity of individuals and communities that make up the nation;
2. understand the role of individual participation in US communities and government; and
3. apply historical and contemporary evidence to draw, support, or verify conclusions.

World History and Global Awareness

Students successfully completing a course in this category will:

1. demonstrate knowledge of a broad outline of world history and/or the development of the distinctive features of at least one civilization or culture in relation to other regions of the world; and
2. demonstrate an understanding of the structures, systems, and interrelationships among civilizations and cultures within historical and/or contemporary contexts, and their impact on well-being and sustainability.

World Languages

Students successfully completing a course in this category will:

1. exhibit basic proficiency in the understanding and use of a world language; and
2. demonstrate knowledge of the distinctive features of culture(s) associated with the language they are studying.

CORE COMPETENCIES

Critical Thinking and Reasoning

Students will:

1. clearly articulate an issue or problem;
2. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work;
3. acknowledge limitations such as perspective and bias; and
4. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Information Literacy

Students will:

1. locate information effectively using tools appropriate to their need and discipline;
2. evaluate information from a variety of sources with an awareness of authority, validity, and bias, and origin; and
3. demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination, whether from traditional sources or emerging technologies, such as artificial intelligence.

Civic Discourse

Students will demonstrate the discourse skills necessary to participate in civic life, including

- the deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints; and
- the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.

Transfer of General Education Credits 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.

Transfer of General Education Credits 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.

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

Academic Services

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 M-213a). 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.

Library Services

Library services provide 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 library services is to provide the college community with access to information, ideas, and environments needed to strengthen teaching and learning. Currently, library services are a unique and collaborative effort between Clinton Community College and SUNY Plattsburgh's Benjamin F. Feinberg Library.

At Feinberg Library, Clinton students, faculty, and staff will have full access to a wealth of services and materials – including a physical collection of over 200,000 volumes. Librarians from both

institutions are available to assist in selecting and locating materials and electronic resources. Feinberg Library's space provides ample opportunity for studying and doing schoolwork -- especially during the evening hours and on the weekends -- including 30 private study carrels, several group study rooms, a family and lactation study room, and 100 computer stations. Clinton's archives are also housed in the Special Collections department of Feinberg Library.

Clinton maintains its own textbook reserve collection and its own collection of electronic materials, including more than 100 individual databases that provide access to millions of resources. These include academic journal articles, eBooks, magazines, journals, newspapers, and streaming videos. Clinton librarians are also available by request for course-related instruction sessions in the classroom.

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.
- Microsoft 365 software for registered students, including the Microsoft Office suite and OneDrive storage.
- 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, math, science, and study skills

The Tutoring Center provides tutoring services for all students enrolled at Clinton Community College and encourages students to develop their academic skills and gain confidence in an academic environment. Our tutors are upper-level students at our neighboring college, experienced professionals, or adjunct instructors with working and teaching experience in their content specialties. This experience gives the tutoring staff a strong understanding of class material and student needs.

Beyond class content, the Tutoring Center offers academic coaching and workshops focused on developing non-content skills needed to succeed in classes. The staff works with students to develop note taking, test taking, and study skills as well as time management and organizational strategies that support your classroom work.

Student Services

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.

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, e-mail financialaid@clinton.edu, or call (518) 562-4125.

Athletics

Clinton Community College has two 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.

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

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, and provide guidance to students about the transfer process to another institution.

Students may also receive free, confidential 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.

Advancing Success in Associate Pathways (ASAP) Program

ASAP is a SUNY funded program open to full-time students who receive Federal Pell awards and are committed to completing an Associate's Degree. The ASAP program offers personalized advising with a dedicated program advisor, funding towards gaps in cost of attendance and textbooks, a monthly stipend toward gas and other expenses as well as educational, social, and career building activities. Student support and success are the foundations of the ASAP program.



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 may take part in an 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.

In addition, an online E-Orientation for New Students is also available.



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. Transcripts take 2 to 4 working days to process.

Registrar's Office
Clinton Community College
46 Beekman Street

Plattsburgh, NY 12901

Phone: (518) 562-4124

Fax: (518) 562-4118

Email: Registration@clinton.edu Transcript Email:
Transcript@clinton.edu Web: [www.clinton.edu/
registrar](http://www.clinton.edu/registrar)

Bookstore

Clinton Community College partners with SUNY Plattsburgh CAS and Follett to provide course materials and Clinton Community College merchandise through the Campus Store.

At the Campus Store students can buy or sell used and new textbooks, find official Clinton Community College gear, purchase software, Apple products and gifts. Students can have books shipped to their home or pick them up at the Campus Store.

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.

Campus Clubs

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, 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 director of Campus Life.

The Center for Community & Workforce Development

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

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 12 stations: VRTEX 360 welding simulator, MIG welding on carbon and stainless steel, FCAW on carbon steel, iron worker
- 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
- Distance Learning classroom

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 MEC Lab, Electronics Lab, Welding Lab, Computer or Computer Technology Lab, and Machine Shop.

Manufacturing and Technology Programs

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.

- Pre-employment
- Machining
- OSHA 10
- Electrical Systems & Controls
- CAD 3D Fusion
- PLCs
- Hydraulics
- Basic welding
- CNC

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 occupational requirements 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 Dean of Student Affairs 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 Dean of Student Affairs contact information is: Patricia LaDuke, 46 Beekman St., Plattsburgh, NY 12901, (518) 562-4121, patricia.laduke@clinton.edu.

For matters impacting Athletic Compliance for Title IX, the Dean of Student Affairs is the coordinator. The Dean of Student Affairs contact information is: Patricia LaDuke, 46 Beekman St., Plattsburgh, NY 12901, (518) 562-4121, patricia.laduke@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.

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, and posted in the following locations: 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, 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.

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 2026-2027 are listed in Section 10 of this Policy and on the college's web page at 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, 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 126M (562-4144); (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

Patricia LaDuke

Dean of Student Affairs

Clinton Community College

46 Beekman Street
Plattsburgh, New York 12901
Telephone: (518) 562-4121

OTHER CONTACTS

Ryan Hamel

Director of Human Resources
518-562-4137

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. In addition, copies of this Policy and Complaint Form shall be maintained in the office of the Human Resources/Affirmative Action Officer and the Office of the Dean of Student Affairs. 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.

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, and posted in the following locations: 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), 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.

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 Complainant 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. 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, and posted in the following locations: 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 126M (562-4144); (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

Patricia LaDuke

Dean of Student Affairs
Room 237M
518-562-4121

Human Resources Office
Room 218M
518-562-4137

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. 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, and the Center for Community & Workforce Development. 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.

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:
 1. Bookstore
 2. 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:
 1. Code of Student Conduct
 2. Student Handbook
 3. 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:
 1. Teaching
 2. Research
 3. Administration
 4. 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.
 1. Consent to any one form of sexual activity cannot automatically imply consent to any other forms of sexual activity.
 2. Previous relationships or prior consent cannot imply consent to future sexual acts.
 3. 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:
 1. Violation of the College Policy on Academic Honesty
 2. Furnishing false information to any College official, faculty member or office, forgery, alteration, or misuse of any College document, record, or instrument of identification
 3. 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:
 1. Physical abuse
 2. Verbal abuse
 3. Intimidation
 4. Harassment
 5. Coercion
 6. Behavior that is considered stalking

7. Dating violence and domestic violence
8. 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:
 1. 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.
 2. 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.
 3. 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
4. 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.
5. 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.
14. Theft or other abuse of computer resources (College and FSA), including but not limited to:
 1. 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.
 2. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
 3. Unauthorized transfer of a file.
 4. Unauthorized use of another individual's user identification or password or PIN.
 5. Unauthorized use of data intended for another individual.
 6. Unauthorized use of computing/data processing equipment.
 7. Use of computing resources to interfere with the work of another student, faculty member or College official.
 8. Use of computing resources to send obscene or abusive materials.
 9. Use of computing resources to interfere with normal operation of the College computing system.

10. 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:
 1. Failure to obey the summons of a disciplinary body, i.e., the Dean of Student Affairs, and the Campus Disciplinary Boards.
 2. Falsification of any incident report to any college, FSA, or security official or any disciplinary body is prohibited.
 3. Disruption or interference with the orderly conduct of a disciplinary proceeding.
 4. Attempting to discourage an individual's proper participation in, or use of, the disciplinary system.
 5. Attempting to influence the impartiality of a member of a disciplinary body prior to, and/or during the course of, the disciplinary proceeding.
 6. Harassment (verbal, non-verbal or physical) and/or intimidation of a member of a disciplinary body prior to, during, and/or after disciplinary proceedings.
 7. Failure to comply with the sanction(s) imposed under the Student Code by a Disciplinary Board.
 8. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.
 9. 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 237M of the Main Academic Building, or by calling 562-4121. 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 Plattsburgh City Police**). If it occurred inside the city, Plattsburgh City Police can be contacted at (518) 563-3411. If it occurred on the SUNY Plattsburgh or Clinton Community College campus, the University Police can be contacted at (518) 564-2022.
- **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 (237 Moore Building) or by visiting 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

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

Dr. Merryl H. Tisch - Chairman

Cesar Perales - Vice Chairman

Aisha Adam Bechir - President, SUNY Student Assembly (student trustee)

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Cary Staller

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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

Personnel

Chancellor's Award Recipients

Mary Lou Allen

Award Chancellor's Award for Excellence in
Adjunct Teaching

Year Awarded 2026

Jillian Bowen

Award Chancellor's Award for Student
Excellence

Year Awarded 2026

Heidi Breyette

Award Chancellor's Award for Student
Excellence

Year Awarded 2026

Gina Lindsey

Award Chancellor's Award for Excellence in
Teaching

Year Awarded 2026

Dawn Maille

Award Chancellor's Award for Excellence in
Faculty Service

Year Awarded 2026

Holly Barcomb

Award Chancellor's Award for Excellence in
Professional Service

Year Awarded 2025

Margaret "Peggy" Bolster

Award Chancellor's Award for Excellence in
Teaching

Year Awarded 2025

Christina Cone

Award Chancellor's Award for Excellence in
Adjunct Teaching

Year Awarded 2025

David MacAlpine

Award Chancellor's Award for Student
Excellence

Year Awarded 2025

Julie Hanson

Award Chancellor's Award for Excellence in
Teaching

Year Awarded 2024

Fadi Helwanji

Award Chancellor's Award for Excellence in
Adjunct Teaching

Year Awarded 2024

Lili Morello

Award Chancellor's Award for Student
Excellence

Year Awarded 2024

Leticia Reynolds

Award Chancellor's Award for Student
Excellence

Year Awarded 2024

Shaileigh White

Award Chancellor's Award for Student
Excellence

Year Awarded 2024

Christy Hilchey

Award Chancellor's Award for Student
Excellence

Year Awarded 2023

Sarah Jennette

Award Chancellor's Award for Excellence in
Librarianship

Year Awarded 2023

Heather Kipp

Award Chancellor's Award for Student
Excellence

Year Awarded 2023

Elizabeth Laundrie

Award Chancellor's Award for Excellence in
Adjunct Teaching

Year Awarded 2023

Angela Hosler

Award Chancellor's Award for Excellence in
Classified Service

Year Awarded 2022

Patricia LaDuke

Award Chancellor's Award for Excellence in Professional Service

Year Awarded 2022

Jessica Lashway

Award Chancellor's Award for Student Excellence

Year Awarded 2022

Willa McKinley

Award Chancellor's Award for Student Excellence

Year Awarded 2022

Michael Zerrahn

Award Chancellor's Award for Excellence in Faculty Service

Year Awarded 2022

Denise Coughlin

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2021

Joanna Jackson

Award Chancellor's Award for Excellence in Faculty Service

Year Awarded 2021

Megan Morrissey-Kelley

Award Chancellor's Award for Excellence in Professional Service

Year Awarded 2021

Maggie Courson

Award Chancellor's Award for Excellence in Faculty Service

Year Awarded 2020

Kelly Misner

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2020

Lauren Currie

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2019

Mary Ann Lake

Award Chancellor's Award for Excellence in Adjunct Teaching

Year Awarded 2019

John Mockry

Award Chancellor's Award for Excellence in Faculty Service

Year Awarded 2019

Jessica Rigby

Award Chancellor's Award for Student Excellence

Year Awarded 2019

James Bensley

Award Chancellor's Award for Excellence in Adjunct Teaching

Year Awarded 2018

Wanda Carroll

Award Chancellor's Award for Excellence in Adjunct Teaching

Year Awarded 2018

Francine Jolicoeur

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2018

Chrisa O'Connell

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2018

Carleen Provost

Award Chancellor's Award for Student Excellence

Year Awarded 2018

Joshua Stone

Award Chancellor's Award for Student Excellence

Year Awarded 2018

Barrie Guibord

Award Chancellor's Award for Excellence in Adjunct Teaching

Year Awarded 2017

Gary Henry

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2017

Deborah Jolicoeur

Award Chancellor's Award for Student Excellence

Year Awarded 2017

Sarah McCarty

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2017

Joshua Bu

Award Chancellor's Award for Student Excellence

Year Awarded 2016

Christina Cannon

Award Chancellor's Award for Student Excellence

Year Awarded 2016

Barbara Golden

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2016

Carey Goyette

Award Chancellor's Award for Excellence in Faculty Service

Year Awarded 2016

David Graham

Award Chancellor's Award for Excellence in Adjunct Teaching

Year Awarded 2016

Sami Jeskanen

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2016

Vicky Sloan

Award Chancellor's Award for Excellence in Scholarship & Creative Activities

Year Awarded 2016

Krista White

Award Chancellor's Award for Student Excellence

Year Awarded 2016

Jarrold Cone

Award Chancellor's Award for Excellence in Faculty Service

Year Awarded 2015, 2022

Brielle Cerne

Award Chancellor's Award for Student Excellence

Year Awarded 2015

Debra Nelson

Award Chancellor's Award for Excellence in Classified Service

Year Awarded 2015

Sandra Stortz

Award Chancellor's Award for Excellence in Adjunct Teaching

Year Awarded 2015

Mary-Ali Taft

Award Chancellor's Award for Student Excellence

Year Awarded 2015

Ian Burcroff

Award Chancellor's Award for Excellence in Scholarship and Creative Activities

Year Awarded 2014

Matthew E. Coupal

Award Chancellor's Award for Student Excellence

Year Awarded 2014

James Graves

Award Chancellor's Award for Excellence in Classified Service

Year Awarded 2014

Jill Tarabula

Award Chancellor's Award for Excellence in Librarianship

Year Awarded 2014

Vihan A. Wickramasinghe

Award Chancellor's Award for Student Excellence

Year Awarded 2014

Angela Barnaby

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2013

Wendy Grossmann

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2013

Rebekah Treadwell

Award Chancellor's Award for Student Excellence

Year Awarded 2012

Andrew Andermatt

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2011

Keri Denchick

Award Chancellor's Award for Excellence in Classified Service

Year Awarded 2011

Richard E. Lee

Award Chancellor's Award for Student Excellence

Year Awarded 2011

Cheryl Seymour

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2011

Mary Ellen Baughman

Award Chancellor's Award for Student Excellence

Year Awarded 2010

Lynn Fowler

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2010

Jennifer Szalkowski

Award Chancellor's Award for Excellence in Classified Service

Year Awarded 2010

Jennifer Waite

Award Chancellor's Award for Excellence in Faculty Service

Year Awarded 2010

Harry Davis

Award Chancellor's Award for Excellence in Classified Service

Year Awarded 2009

Tina Recore

Award Chancellor's Award for Student Excellence

Year Awarded 2009

Roxanne Downs

Award Chancellor's Award for Student Excellence

Year Awarded 2008

Susan Goff

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2008

Trisha Hanson

Award Chancellor's Award for Student Excellence

Year Awarded 2007

Matthew Ormsby

Award Chancellor's Award for Student Excellence

Year Awarded 2007

Michele Snyder

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2007

Mary Ann Weiglhofer

Award Chancellor's Award for Excellence in Librarianship

Year Awarded 2007

Robin Belanger

Award Chancellor's Award for Student Excellence

Year Awarded 2006

Catherine Eloranto

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2006

Peter Grosskopf

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2006

Lisa Boire

Award Chancellor's Award for Student Excellence

Year Awarded 2005

Janice Padula

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2005

Scott Burnam

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2004

Mark Davison

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2004

Laurie Bell

Award Chancellor's Award for Student Excellence

Year Awarded 2003

Diane Parmeter

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2003

Amanda Rock

Award Chancellor's Award for Student Excellence

Year Awarded 2003

Rose Ryan

Award Chancellor's Award for Student Excellence

Year Awarded 2003

Merdith Torrance

Award Chancellor's Award for Student Excellence

Year Awarded 2003

Katie Pitkin

Award Chancellor's Award for Student Excellence

Year Awarded 2002

Michelle Rawson

Award Chancellor's Award for Student Excellence

Year Awarded 2002

Randall Reese

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2002

Judith Cavanaugh

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2001

Judith Manion

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2001

Diane Adamson

Award Chancellor's Award for Excellence in Teaching

Year Awarded 2000

Catherine Figlioli

Award Chancellor's Award for Excellence in Librarianship

Year Awarded 2000

Karen Goodrich

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 2000

Paula Gooley

Award Chancellor's Award for Student Excellence

Year Awarded 2000

Stasia Arcarese

Award Chancellor's Award for Excellence in Teaching

Year Awarded 1999

Jacob Ballard

Award Chancellor's Award for Excellence in Teaching

Year Awarded 1999

Pat Miranda

Award Chancellor's Award for Excellence in Librarianship

Year Awarded 1999

Robert Wood

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 1999

Lee Ann Thomas

Award Chancellor's Award for Excellence in Teaching

Year Awarded 1998

Lorna Forster

Award Chancellor's Award for Excellence in Teaching

Year Awarded 1996

Michael Schwartz

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 1996

Carol Ann Barnett

Award Chancellor's Award for Excellence in Teaching, Chancellor's Award for Excellence in Adjunct Teaching

Year Awarded 1992, 2022

Agnes Pearl

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 1992

Elizabeth O'Leary

Award Chancellor's Award for Excellence in Professional Services

Year Awarded 1989

Adelle Wightman

Award Chancellor's Award for Excellence in Teaching

Year Awarded 1981

Frank DeSorbo

Award Chancellor's Award for Excellence in Teaching

Year Awarded 1980

College Administration, Faculty And Staff**Jessica Abel**

Title Assistant Professor - Nursing

Credentials

M.A. University of South Florida; B.A. University of South Florida

Victoria Aguilar

Title Instructor - Computer Science

Credentials

B.A. SUNY Canton

Eugene Ayotte

Title Systems Programmer/Analyst

Credentials

B.S. SUNY Plattsburgh; A.S. Clinton Community College

Julie Bailey

Title Assistant Professor - Nursing Temp

Credentials

M.S.N. Grand Canyon University; B.S. SUNY Plattsburgh; A.A.S. Clinton Community College

Holly Barcomb

Title Bursar

Credentials

B.S. Empire State College; A.A.S. Clinton Community College

Angela Barnaby

Title Professor - Mathematics

Credentials

M.S. SUNY Potsdam; B.A. SUNY Potsdam

Robert Blair

Title Building Maintenance Worker

Credentials

Industry

Margaret Bolster

Title Assistant Professor - Nursing

Credentials

B.A. UW-Madison; B.S.N. Western Governors University; A.A.S. Clinton Community College

Daryl Bourgeois

Title Accountant

Credentials

A.A.S Clinton Community College

Gina Brandolino

Title Associate Professor - Nursing

Credentials

P.N.P, M.S.N. SUNY Stony Brook; A.A.S. Clinton Community College

Dakota Brink

Title Proctor

Credentials

A.A.S Clinton Community College

Ian Burcroff

Title Professor - Art

Credentials

M.F.A. University of Alaska at Fairbanks; B.A. SUNY Plattsburgh

Gabriella Burnett

Title Administrative Assistant

Credentials

A.A. Clinton Community College

Brigitte Calisti

Title Administrative Assistant

Credentials

A.A. Clinton Community College

Christina Cannon

Title Student Support Services Counsler

Credentials

M.A. Liberty University; A.A. Clinton Community College

Karen Case

Title Instructional Designer

Credentials

Ph.D. Nova Southeastern; Ed.S. Nova Southeastern University; M.A. Marlboro College; B.A. Vermont College of Union Institute and University;

Jarrod Cone

Title Professor - Psychology / Sociology

Credentials

M.A. University of Buffalo; B.A. University of Buffalo; A.A. Genesee Community College

Christina Cone

Title Assistant Professor - Science

Credentials

Ed.M. SUNY Buffalo; M.S. University of Saint Joseph; and B.A. SUNY New Paltz

Margaret Courson

Title Interim Vice President Academic Affairs

Credentials

M.S. SUNY Plattsburgh; B.A. SUNY Geneseo

Kevin Daugherty

Title Director of Athletics

Credentials

B.A. Eisenhower College of RIT

Keri Denchick

Title Financial Aid Advisor

Credentials

A.A.S. Clinton Community College

Christine Devins

Title Assistant Bursar

Credentials

A.S. Rio Salado

Hannah Dixon

Title Financial Aid/Admissions Advisor

Credentials

M.S. Leeds Beckett University; B.A. SUNY Plattsburgh

Aiden Donah

Title IT Help Desk Technician

Credentials

B.S. SUNY Canton; A.A.S. Clinton Community College

Anne El Gornati

Title Senior Accountant

Credentials

A.A. Lycede Beau Site (France)

Michelle Ellis

Title Typist

Credentials

A.A. Clinton Community College

Neil Epstein

Title Director of Campus Life

Credentials

B.A. Frostburgh State

Steven Frederick

Title VP Institutional Advancement

Credentials

M.S. SUNY Plattsburgh

Samantha Gerolimatos

Title Director of Budgeting & Finance

Credentials

M.S. Clarkson University; B.A. Clarkson University

Willam Giovacco

Title Welding Professor of Practice

Credentials

Industry

Vatsal Gohel

Title Director of Institutional Research

Credentials

M.A. Clark University; B.A. GTU

James Graves

Title Senior Building Maintenance Worker

Credentials

Industry

Ryan Hamel

Title Vice President for Administration

Credentials

B.S. California Coast University

Julie R. Hanson

Title Professor - Mathematics

Credentials

M.S. Iowa State University; M.E. Iowa State University; B.A. St. Olaf College;

Fadi Helwanji

Title Assistant Professor of Business Admin & Accounting

Credentials

Ph.D. University of the Incarnate Word; M.A. Holy Spirit University; B.A. Holy Spirit University

Wendy Humphrey

Title Typist

Credentials

A.A.S. Clinton Community College

Sarah Jennette

Title Head of Library Services

Credentials

M.L.S. Simmons College

David Billy Jones

Title VP Strategic Init & Workforce Development

Credentials

Industry

Stanley Kissel

Title Director of Community Education

Credentials

B.S. University of Idaho

Kennith Knelly

Title President

Credentials

M.A. West Virginia University; B.B.A. University of Minnesota; A.A. Essex Community College

Patricia LaDuke

Title Dean of Student Affairs

Credentials

B.S. St. Lawrence University

Mary Lake

Title Learning Skills Coordinator

Credentials

B.S. Oakland University

Michael A. Lawliss

Title Science Lab Technician

Credentials

B.S. SUNY Plattsburgh

Gina Lindsey

Title Professor - Humanities

Credentials

M.A. University of Washington; B.A. Northwest Nazarene College

Dawn Maille

Title Professor - Nursing

Credentials

M.S.N. Walden University; B.S.N. SUNY Plattsburgh; A.S. Clinton Community College; A.S. Empire State College

Darlene McPherson-Burnham

Title Assistant Controller

Credentials

B.S. SUNY Plattsburgh; A.A.S. Clinton Community College

Ashley Morales

Title Assistant Director of Human Resources

Credentials

B.S. SUNY Plattsburgh

Derek Mousseau

Title IT Systems Specialist

Credentials

A.A.S. Clinton Community College

Thomas Nesbitt

Title VP of Enrollment Management

Credentials

M.A. West Virginia University; B.A. Marist College

Ellen Nesbitt

Title Administrative Assistant to CCWD

Credentials

B.A. Marist College

Nancy Neubrand

Title Advanced Manufacturing Student Support and Lab Coordinator

Credentials

A.A.S. Clinton Community College

Elaine Noble

Title Associate Director of Institutional Advancement

Credentials

B.A. SUNY Empire State; A.A. SUNY Ag & Tech at SUNY Canton

Chrisa O'Connell

Title ASAP Director

Credentials

M.S. SUNY Plattsburgh; B.S. SUNY Plattsburgh

Sean O'Farrell

Title Assistant Professor - History

Credentials

Ph.D. University of Southern Mississippi

Danielle O'Mara

Title Learning Resource Specialist

Credentials

M.A. SUNY Plattsburgh; B.A. SUNY Plattsburgh;
A.S. Cazenovia College

Daniel Parker

Title Admissions Advisor

Credentials

Ed.M. University of Buffalo; B.A. University of
Buffalo

Coreen Piekarski

Title ASAP Student Support Counselor

Credentials

B.A. SUNY Albany

Jessie Pokorny

Title Director of Information Technology

Credentials

B.S. Cameron University

Jonathan Reid

Title Registrar

Credentials

M.A. SUNY Plattsburgh; B.A. SUNY Plattsburgh;
A.A. Clinton Community College

Zachary Ribert

Title Director of Marketing & Communications

Credentials

B.A. SUNY Plattsburgh

Kevin Riley

Title Associate Professor - Criminal Justice

Credentials

M.S. Columbia Southern University

Niki Rivers

Title Director of Nursing

Credentials

M.S.N. Chamberlain University; B.S.N.
Chamberlain University; A.S. Clinton Community
College

Michelle Roseberry

Title Director of Financial Aid

Credentials

B.S. SUNY Plattsburgh

Jill Szalkowski

Title Typist

Lee Ann Thomas

Title Professor - Humanities

Credentials

M.A. Miami University, OH; B.S. Ohio University

Jennifer Waite

Title Professor - Human Services

Credentials

B.A. Cortland State

Sharon Waldenmaier

Title Assistant Bursar

Credentials

A.A.S. Clinton Community College

Peter Waldman

Title Assistant Professor - English

Credentials

Ph.D Florida State; M.A. Univ. of Mass; B.A. The
College of New Jersey

Kerry Walsh

Title Assistant Professor - English

Credentials

Ph.D Georgia State; M.A. St. Mary's University; B.A.
University of Georgia

Breana Warren

Title Adult Student Advisor

Credentials

M.S. SUNY Plattsburgh

Jessica Wyser

Title Purchasing Agent

Credentials

B.A. SUNY Plattsburgh

LeAnn Yelton

Title Assistant to President/Board of Trustees & Mental Health Coordinator

Credentials

B.A. SUNY Plattsburgh

Clinton Community College Foundation, Inc.**Abigail Ali**

Title Student Liaison

Type Board Members

Scott Allen

Type Board Members

Angela Barnaby

Title CCC Faculty Liaison

Type Board Members

Matthew Bergeron

Title Immediate Past Chair

Type Executive Board

Credentials

1996

Alex Davison

Type Board Members

Credentials

2014

Steven Fredrick

Title Executive Director

Type Executive Board

Barbara Hebert

Title Vice Chair

Type Executive Board

James Jock

Type Board Members

Credentials

1986

Danielle King

Title Secretary

Type Executive Board

Scott McNulty

Type Board Members

Brandon Menard

Title Alumni Board Liaison

Type Board Members

Credentials

2014

Alissa Momot

Type Board Members

Shirley O'Connell

Title Board Member Emeritus

Type Board Members

Michael Penfield

Type Board Members

Molly Ryan

Title Board of Trustees Liaison

Type Board Members

James Snook

Title Treasurer

Type Executive Board

Sandy Young-Brady

Title Chair

Type Executive Board

Clinton Community College Board of Trustees**Tucker Angelopoulos**

Title Student Trustee

Merritt Billiter**Jonathan Carman****David N. Favro****Mark A. Leta**

Title Treasurer

Devi Momot

Title Chairperson

Molly Ryan

Mark Sand

Eddie Webbianro

College Advisory Committees

Michele Armani

Type Human Services Advisory Committee

Credentials

Ready4Real Executive Director - ETS Staffing

Abby Bennett

Type Nursing Advisory Committee

Credentials

Director of Nursing Education and Professional Development - CVPH

Scott Buffett

Type Electrical Technology - Electronics Advisory Committee

Credentials

Electrical Engineer - Monaghan Medical Corporation

Frank Butler

Type Electrical Technology - Electronics Advisory Committee

Credentials

Skill & Knowledge Administrator - Mold Rite Plastics LLC

Cassie Cayea

Type Human Services Advisory Committee

Credentials

Disability Benefits Coordinator

Sarah Charles

Type Nursing Advisory Committee

Credentials

RN-BSN Coordinator - SUNY Plattsburgh

Jacob Columbe

Type Human Services Advisory & Alcohol and Substance Abuse Counseling Advisory Committee

Credentials

CCBHC Program Director

Taryn Desrouches

Type Human Services Advisory & Alcohol and Substance Abuse Counseling Advisory Committee

Credentials

Director of Operations, Clinical Services

Andrea Felix

Type Electrical Technology - Electronics Advisory Committee

Credentials

Instructor - Clinton Community College

Paul Ford

Type Electrical Technology - Electronics Advisory Committee

Credentials

Professional Engineer - AES Northeast

Jami Ganter

Type Human Services Advisory Committee

Credentials

School Social Worker - Autism Program

Kelly Gowett

Type Nursing Advisory Committee

Credentials

CV-TEC

Richelle Gregory

Type Human Services Advisory & Alcohol and Substance Abuse Counseling Advisory Committee

Credentials

Director of Community Services - Clinton County

Tana Hare

Type Nursing Advisory Committee

Credentials

Director of Nursing, NCCC

Michelle Hayward

Type Nursing Advisory Committee

Credentials

Educator, Hudson Headwaters

Rebecca Hegel

Type Nursing Advisory Committee

Credentials

Empire State College

Anna Hewitt-Channell

Type Business/Accounting Advisory Committee

Credentials

Business Development & Marketing Manager -
Dannemora Federal Credit Union

David Hoover

Type Electrical Technology - Electronics Advisory
Committee

Credentials

IBEW - IBEW Local Union 910

Rian Jock

Type Nursing Advisory Committee

Credentials

Nurse Residency, CVPH

D. Billy Jones

Type Computer Information Systems Advisory
Committee

Credentials

VP Strategic Initiatives & Workforce
Development - Clinton Community College

Stanley Kissell

Type Electrical Technology - Electronics Advisory
Committee

Credentials

Workforce Specialist - Clinton Community
College

Stanley Kissel

Type Business/Accounting Advisory Committee

Credentials

Director of Community Education - Clinton
Community College

Holly Lafountain

Type Human Services Advisory Committee

Credentials

Executive Director - Adirondack Economic
Development Corporation

Gary Lambert

Type Computer Information Systems Advisory
Committee

Credentials

Director of IT, Communications & Security -
Beekmantown Central School District

Rick Lawrence

Type Computer Information Systems Advisory
Committee

Credentials

Adjunct Professor - Clinton Community College

Amanda Leary

Type Human Services Advisory & Alcohol and
Substance Abuse Counseling Advisory
Committee

Credentials

Clinic Director

Becky McCasland

Type Nursing Advisory Committee

Credentials

SUNY Plattsburgh Health Center

Brandon Menard

Type Electrical Technology - Electronics Advisory
Committee

Credentials

Director of NamTrans - North Country Chamber
of Commerce

Jessie Pokorny

Type Computer Information Systems Advisory Committee

Credentials

Director of IT - Clinton Community College

Connie Remchuk

Type Nursing Advisory Committee

Credentials

Education Coordinator, Meadowbrook Healthcare

Zachary Ribert

Type Business/Accounting Advisory Committee

Credentials

Director of Marketing and Communications - Clinton Community College

Tyler Seabrook

Type Electrical Technology - Electronics Advisory Committee

Credentials

Head of Industrial Quality - Alstrom

Julie Stalker

Type Human Services Advisory Committee

Credentials

Director of Senior Outreach

Brendon VanStockum

Type Human Services Advisory Committee

Credentials

Human Resources - CVIARC

Elena Vega-Castro

Type Nursing Advisory Committee

Credentials

Administrator, Plattsburgh Rehab

Connie Wille

Type Human Services Advisory & Alcohol and Substance Abuse Counseling Advisory Committee

Credentials

Chief Executive Director

Raven Wilson

Type Human Services Advisory & Alcohol and Substance Abuse Counseling Advisory Committee

Credentials

Per Diem, Counselor

Sandra Young-Brady

Type Business/Accounting Advisory Committee

Credentials

Human Resources & Marketing Manager - AES Northeast

Michael Zerrahn

Type Business/Accounting Advisory Committee

Credentials

Adjunct Professor - Clinton Community College

Victoria Zinser-Duley

Type Business/Accounting Advisory Committee

Credentials

Executive Director - Adirondack Economic Development Corporation

Clinton Community College Alumni Association**Carol Arnold**

Type Board Of Directors

Credentials

1973

Steve Frederick

Title Vice President of Institutional Advancement

Type Ex-Officio Members

Susan Hagar

Title President

Type Officers

Credentials

2012

James Jock**Title** Past President**Type** Officers**Credentials**

1986

Kennith Knelly**Title** President**Type** Ex-Officio Members**Brandon Menard****Title** Vice President**Type** Officers**Credentials**

2014

Sarah Pal Caron**Title** Secretary**Type** Officers**Credentials**

1996 & 2004

Sarah A. Titherington**Title** Treasurer**Type** Officers**Credentials**

2010

June Van Alphen**Type** Board Of Directors**Credentials**

2021

Douglas Young**Title** Past President**Type** Officers**Credentials**

1973

Faculty Emeriti**Paul Bethka****Title** Professor Emeritus**Credentials**

M.S. SUNY Oswego; B.S. SUNY Utica; A.A.S. Schenectady County Community College

Ronald Brooks**Title** Professor Emeritus**Credentials**

M.A. SUNY Plattsburgh; B.S. Allegheny College

Marta Clute**Title** Professor Emeritus**Credentials**

M.A. University of Pennsylvania; B.A. Marymount College

Albert E. Cordes**Title** Professor Emeritus**Credentials**

Ed.D. Nova University; M.S. SUNY Plattsburgh; B.A. SUNY Plattsburgh

Denise Coughlin**Title** Professor Emeritus**Credentials**

Ph.D. Capella University; M.S. Villanova University; B.S. Cabrini College

Christopher M. Drennan**Title** Professor Emeritus**Credentials**

Ph.D. University of Chicago; M.Sc. London School of Economics/Political Science; B.A. Concordia University

Catherine K. Eloranto**Title** Professor Emeritus**Credentials**

J.D. University of Arizona; M.A. University at Albany; B.A. University of Arizona; A.A.S. Parkland College

Katrina M. Evens**Title** Professor Emeritus**Credentials**

M.S.N. Regis University

June M. Foley**Title** Professor Emeritus**Credentials**

M.P.A. University of Kentucky; B.S. Louisiana State

Christopher J. Ford

Title Professor Emeritus

Credentials

M.B.A. SUNY at Binghamton; B.S. SUNY at Binghamton

Lynn Fowler

Title Professor Emeritus

Credentials

Ph.D. University of London; B.S. University of Aberdeen

Michael G. Helinger

Title Professor Emeritus

Credentials

M.S. Rensselaer Polytechnic Institute; B.S. Clarkson College of Technology

Joanna Jackson

Title Professor Emeritus

Credentials

M.A. Fitchburg State University

Carl Lutters

Title Professor Emeritus

Credentials

M.A. SUNY Plattsburgh, B.A. SUNY Plattsburgh

Donna Lynch

Title Professor Emeritus

Credentials

M.S.T. SUNY Plattsburgh; B.A. SUNY Plattsburgh

Thomas Mandeville

Title Professor Emeritus

Credentials

B.A. Eastern Michigan University

John A. Mockry, Jr.

Title Professor Emeritus

Credentials

M.S. SUNY Plattsburgh; B.A. SUNY Plattsburgh

Janice E. Padula

Title Professor Emeritus

Credentials

M.S. SUNY Plattsburgh; B.A. SUNY Plattsburgh; A.A.S. SUNY at Cobleskill

Diane E. Parmeter

Title Professor Emeritus

Credentials

M.A. Syracuse University; B.A. Utica College; A.A. Mohawk Valley Community College

Agnes Pearl

Title Professor Emeritus

Credentials

Ph.D. University at Albany; M.A. Teacher's College Columbia University; B.S. SUNY Plattsburgh

Ron Poland

Title Professor Emeritus

Credentials

M.S. University at Albany; B.A. SIU, Jacksonville, FL; A.S. FCJ Jacksonville, FL

Susan Raab

Title Professor Emeritus

Credentials

M.A. San Francisco State University; B.A. Wells College

Elliot Richman

Title Professor Emeritus

Credentials

M.A.L.S. SUNY Plattsburgh; M.A. San Francisco State College; B.A. Pennsylvania State University

Vicky L. Sloan

Title Professor Emeritus

Credentials

M.A. Colorado State University; B.S. Northern Michigan University

David R. Swarts

Title Professor Emeritus

Credentials

M.S. Marywood College; B.S. Bloomsburg University; A.S. Lackawanna Junior College

Clinton County Board Of Legislators

David G. Bezio

Type Area Four

Calvin T. Castine

Type Area One

Ron E. Deragon Jr.

Type Area Eight

Jennifer A. Facteau-Rabideau

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Mark R. Henry

Title Chairperson

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Type Area Seven

Degrees and Certificates

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
CSC 225	Computer Hardware	3
CSC 240	Networking II	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 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

Humanities

Course Code	Title	Credits
COM 101	Public Speaking	3
	Total Credits	61

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

Humanities (3 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	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

Accounting (17 Credits)

Course Code	Title	Credits
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
BUS 261	Business Law II	3
	Business Elective (Any ACC, BUS, CSC three-credit course)	3

Social Science (6 Credits)

Course Code	Title	Credits
	ECO 101 or ECO 102	3
	US History, World History, or Social Science 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.

Course Code	Title	Credits
	Free Electives (3 Credits)	3
	Total Credits	63

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 or Business Elective	3
	Business Elective (Any ACC, BUS, CSC three-credit course)	3

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.

Course Code	Title	Credits
	Free Electives (3 Credits)	3
	Total Credits	60

Computer Information Technology & Cybersecurity

Degree Type

Associate of Applied Science

The Computer Information Technology & Cybersecurity 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 Computer Information Technology & Cybersecurity 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 Computer Information Technology & Cybersecurity degree program has articulation agreements with Rochester Institute of Technology, SUNY IT, and SUNY Plattsburgh.

Cost Effective – Students that complete the Computer Information Technology & Cybersecurity 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	Literature and Composition	3

Mathematics (3 Credits)

Course Code	Title	Credits
	Mathematics Gen. Ed. Course	3

Humanities

Course Code	Title	Credits
COM 101	Public Speaking	3

History or Social Science (3 Credits)

One history or social science elective is required.

Course Code	Title	Credits
	US History, World History, or Social Science Gen. Ed. Course	3

Computer Science (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 250	Introduction to Computer Security	3
CSC 260	Computer Security II	3
CSC 280	Technology Practicum Seminar	3

Science (4 Credits)

One science course with lab is required.

Free Electives (8 Credits)

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 Technology & Cybersecurity 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
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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 - 61 credits)

Humanities (3 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3

English (6 credits)

Course Code	Title	Credits
ENG 101	English Composition	3
ENG 102	Literature and Composition	3

Mathematics (8 credits)

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4
MAT 205	Technical Mathematics II	4

Science (with a Lab) (8 credits)

Course Code	Title	Credits
PHY 111	General Physics I	4
PHY 112	General Physics II	4

Computer Science (6 credits)

Course Code	Title	Credits
CSC 121	Fundamental Concepts of Computing	3
CSC 230	Introduction To Networking	3

Electrical/Electronics Technology (19 credits)

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
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 (10 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

Information Technology Track

Course Code	Title	Credits
CSC 217	Computer Programming	3
CSC 220	Operating Systems	3
CSC 225	Computer Hardware	3

Free Electives (1 Credit)

Course Code	Title	Credits
	Free Electives	1

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.

Total Credits	60-61
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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)

Course Code	Title	Credits
	Free Electives (3 Credits)	3
	Total Credits	60

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 235	Technical Writing	3

Mathematics (3 Credits)

Course Code	Title	Credits
	Mathematics Gen. Ed. Course	3

Humanities (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
	Total Credits	64

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. All students in this degree program must complete 20 credits of General Education coursework in a minimum of 4 of 10 SUNY General Education Knowledge and Skills Areas to include Communication, Diversity, Mathematics, and Natural Science.
5. 12-14 credits distributed among Humanities/ Social Sciences (6 credits) and Math/Science (6-8 credits) disciplines.
6. 3 elective credits in one or more of the following areas: Humanities, Social Sciences, Math/Science.
7. 37-39 Free Electives in any credit courses approved by the College.
8. Students intending to pursue a baccalaureate degree should make sure all courses are transferable.
9. 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
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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. 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 62 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 (62 Credits)

English (3 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3

Humanities/Social Science Elective (3 Credits)

Diversity Gen. Ed. Course

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

Electrical/Electronics Technology (7 Credits)

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 202	Introduction To Industrial Electricity	3

Mechanical Technology (30 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 205	Geometric Dimensioning And Tolerancing	2
MEC 206	Principles of Fluid Power Systems	3
MEC 207	Industrial Maintenance	3
MEC 212	Computer Aided Manufacturing (CAM)	3
MEC 217	Instrumentation	3
MEC 228	Robotics & Automated Controls	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.

Humanities (3 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3
Total Credits		62

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 64 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 (63 credits)

English (3 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3

Nursing (39 Credits)

Course Code	Title	Credits
NUR 103	Fundamentals of Nursing	8
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.

Total Credits	63
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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 200	Case Management And Crisis Intervention	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.

Total Credits	30
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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 120	Financial Accounting	4
BUS 101	Introduction To Business	3
BUS 250	Principles of Management	3
BUS 260	Business Law I	3
CSC 102	Introduction To Microcomputer Applications	3
ENG 101	English Composition	3
	Math Above 100	3
	BUS 210 or BUS 213	3
	Total Credits	25

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 220	Operating Systems	3
CSC 225	Computer Hardware	3
CSC 230	Introduction To Networking	3
	CSC 215 or CSC 240	

Additional Certificate Requirements

Students must place into Math 101 or above.

Total Credits	24
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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
Total Credits		28

Mechanical Technology Certificate

Degree Type
Certificate

The Certificate in Mechanical Technology is designed for individuals who are looking to advance their careers in their current positions or in positions with a new company. Students completing the certificate will have obtained college-level reading, writing, math and computer application skills. Core courses will give students a background in the key mechanical and electrical technologies that will be beneficial to them in positions in manufacturing or related fields. These courses include Introduction to Engineering Technology, Blueprint Reading and Technical Schematics, Fluid Power, Manufacturing Processes, Industrial Health and Safety, Electrical Circuits I and Industrial Electricity. For college-ready individuals, the certificate could be completed in two semesters.

Program Goals

The Mechanical Technology A.A.S. program will:

- Prepare students to gain knowledge and practical competence in the major areas of the Mechanical Technology field allowing for a wide variety of career opportunities.
- Prepare students to use prints and schematics to understand, communicate, and troubleshoot complex industrial control circuits.
- Prepare students to gain knowledge of industrial safety practices.
- 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 industry.

Minimum Degree Requirements (31 credits)

English (3 Credits)

Course Code	Title	Credits
ENG 101	English Composition	3

Humanities (3 credits)

Course Code	Title	Credits
COM 101	Public Speaking	3

Math (4 credits)

Course Code	Title	Credits
MAT 105	Technical Mathematics I	4

Mechanical Technology (14 credits)

Course Code	Title	Credits
MEC 100	Introduction To Engineering Technology	3
MEC 102	Blueprint Reading & Technical Schematics	1
MEC 204	Manufacturing Processes	3
MEC 205	Geometric Dimensioning And Tolerancing	2
MEC 206	Principles of Fluid Power Systems	3
	MEC Elective	2

Electrical/Electronics Technology (7 credits)

Course Code	Title	Credits
ETE 101	Electrical Circuits I	4
ETE 202	Introduction To Industrial Electricity	3
	Total Credits	31

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
Total Credits		25

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
	The Arts or World Languages Gen. Ed. Course	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
	US History or World History Gen. Ed. Course	3
	US History Gen. Ed. Course	3

Mathematics (3 Credits)

Mathematics Gen. Ed. Course

Course Code	Title	Credits
	Mathematics Gen. Ed. Course	3

Science with a lab (4 Credits)

Course Code	Title	Credits
	Natural Science Gen. Ed. Course	4

Criminal Justice (15 Credits)

Course Code	Title	Credits
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.

Course Code	Title	Credits
	Free Electives (11 Credits)	11
	Total Credits	60

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
	Art Gen Ed (3 credits)	3
	World Language (3 Credits)	3

History (6 Credits)

Course Code	Title	Credits
	US History Gen. Ed. Course	3
	World History Gen Ed Course	3

Social Science (3 Credits)

Course Code	Title	Credits
PSY 101	Introduction To Psychology	3

Mathematics (6 Credits)

Course Code	Title	Credits
	Mathematics Gen. Ed. Course	3

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.

Course Code	Title	Credits
	Free Electives (10 Credits)	10
	Total Credits	60

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. All students in this degree program must complete 30 credits of General Education coursework in a minimum of 7 of 10 SUNY General Education Knowledge and Skills Areas to include Communication, Diversity, Mathematics, and Natural Science.
5. 18-20 credits distributed among Humanities (6 credits), Social Sciences (6 credits) and Math/Science (6-8 credits) disciplines.
6. 20-22 elective credits in one or more of the following areas: Humanities, Social Sciences, Math/Science.
7. 14 Free Electives in any credit courses approved by the college.
8. Students intending to pursue baccalaureate degree should make sure all courses are transferable.
9. 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: 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

History (3 credits)

Course Code	Title	Credits
	US History or World History	3
	Gen. Ed. Course	

Humanities (12 Credits)

One World Language **OR** Humanities Gen. Ed. Course

Course Code	Title	Credits
COM 101	Public Speaking	3
	Art Gen Ed (3 credits)	3

Social Science (12 Credits in Three Different Disciplines):

Courses in anthropology, economics, geography, history, political science, psychology, sociology, and mass media may be taken. One course must be a Social Science Gen. Ed. course.

Mathematics (6 Credits)

Two mathematics courses above MAT100

Course Code	Title	Credits
	Math Above 100	3

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 (13 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.

Course Code	Title	Credits
	Free Electives (13) Credits	13
	Total Credits	60

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
	Math Above 100	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
	US History or World History Gen. Ed. Course	3

Humanities (9 Credits)

Course Code	Title	Credits
COM 101	Public Speaking	3
	One Three-Credit World 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.

Course Code	Title	Credits
	Free Electives (9 Credits)	9
	Total Credits	62

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 Languages Gen. Ed. Course	3

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.

Course Code	Title	Credits
	Free Electives (3 Credits)	3
	Total Credits	61

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 103	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	3
	Languages Gen. Ed. Course	
	Humanities Gen. Ed. Course	3

Elective (3 Credits)

Course Code	Title	Credits
	Free Gen. Ed. Elective	3
	Total Credits	62

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
	Social Science Gen Ed Course	3

History or Humanities (6 Credits)

Two courses from two different areas.

Course Code	Title	Credits
	The Arts, US History, World History or World Languages Gen. Ed. Course	6

Mathematics (7 Credits)

Course Code	Title	Credits
MAT 161	Elementary Statistics	3
	MAT204 OR MAT224	4

Environmental Science (9 Credits)

Course Code	Title	Credits
ENV 101	Environmental Science	4
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)

Course Code	Title	Credits
	Free Elective (1 Credit)	1
	Total Credits	60

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. All students in this degree program must complete 30 credits of General Education coursework in a minimum of 7 of 10 SUNY General Education Knowledge and Skills Areas to include Communication, Diversity, Mathematics, and Natural Science.
5. 20-21 credits distributed among Humanities (3 credits), Social Sciences (6 credits), and Math/Science disciplines (11-12 credits).
6. 3-4 elective credits in one of the following areas: Humanities, Social Sciences, Math/Science.
7. 30 Free Electives in any credit courses approved by the college.
8. Students intending to pursue baccalaureate degree should make sure all courses are transferable.
9. 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., college 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
	The Arts or World Languages Gen. Ed. Course	3
COM 101	Public Speaking	3

Social Science (3 Credits)

Course Code	Title	Credits
	Social Science Gen Ed Course	3

History (3 Credits)

Course Code	Title	Credits
	US History or World History Gen. Ed. 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

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 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 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, or Upstate Medical University. 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.

Total Credits	60
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Courses

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.

Credits 3

Prerequisites

[MAT 100](#) or higher

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered 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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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 Health 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 Health 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.

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Spring only

American Sign Language

ASL 101: American Sign Language I

This course is an introduction to a novice range of skills in the production and comprehension of American Sign Language (ASL) for students with little or no previous knowledge of ASL. Students will acquire basic vocabulary and fingerspelling skills and will be introduced to the history of ASL and Deaf Culture. The course requires significant practice outside of class, as each class builds on vocabulary and grammatical structures learned in previous classes.

General Ed Category

World Languages

Credits 3

ASL 102: American Sign Language II

This course is a continuation of ASL 101 and expands the vocabulary and fingerspelling skills learned in ASL 101. Receptive and expressive fluency in ASL will be developed through class discussions, group work, and presentations. Knowledge of Deaf Culture is expanded through research and written projects. The course will be conducted mainly in American Sign Language.

General Ed Category

World Languages

Credits 3

Prerequisites

[ASL 101: American Sign Language I](#)

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 upon sufficient demand

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 upon sufficient demand

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 upon sufficient demand

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 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 Spring

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 Fall

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

Prerequisites

[PHY 111](#) Placement into [ENG 101](#), college-level reading or completion of ENG 101S and [RDG 095](#)

Corequisites

[ENG 101](#)

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.

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered in Spring upon sufficient demand

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.

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Fall, Spring and Summer

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered as needed

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 five years to be prepared for this course.

General Ed Category

Natural Sciences (and Scientific Reasoning)

Credits 4

Prerequisites

Successful completion of [BIO 101](#).

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Fall 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.

General Ed Category

Natural Sciences (and Scientific Reasoning)

Credits 4

Prerequisites

[BIO 228](#) - Anatomy and Physiology

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Spring and Summer

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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 103: 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](#)

Semester Offered

Offered Fall

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 and Spring

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.

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered upon sufficient demand

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](#)

Semester Offered

Offered Spring (Even Years)

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Fall and Spring

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Spring only

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Fall only

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Fall only

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Fall only

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 as needed

BUS 285: Business Internship or Business Elective

Credits 3

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

Prerequisites

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Fall 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

Corequisites

[MAT 101](#) or higher, [ENG 101](#), college level reading or completion of ENG 101S and [RDG 095](#)

Semester Offered

Offered 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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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

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

Prerequisites

Placement into [ENG 101](#) and [RDG 095](#), or completion of ENG 101S and [RDG 095](#).

Corequisites

[RDG 095: Reading Foundations](#)

[ENG 101: English Composition](#)

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 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.

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.

Completion of [MAT 100](#) or higher

Corequisites

[MAT 101](#)

Semester Offered

Offered Fall only

CSC 152: Computer Security & Society

This course explores the field of computer security on a nontechnical level. The course examines the role of cybersecurity in modern society and discusses ethical, legal, and policy issues related to privacy, identity theft, surveillance, and liability. Students analyze contemporary cybersecurity debates and explore philosophical perspectives on liberty, authority, and civic responsibility as they relate to technology and society.

Credits 3

Prerequisites

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Fall only

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Fall only

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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

Prerequisites

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Spring only

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

Prerequisites

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Spring 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

Prerequisites

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Spring only

CSC 250: Introduction to Computer Security

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

Prerequisites

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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: Introduction to Computer Security](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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.

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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 as needed

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 Spring

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 as needed

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 as needed

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 as needed

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 Spring

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 as needed

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 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 Fall

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 as needed

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

Completion of [MAT 100](#) or higher, or placement into [MAT 101](#) or higher.

Corequisites

[MAT 101](#)

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Completion of [MAT 105](#) or equivalent.

Corequisites

[MAT 205](#) or equivalent

[ENG 101](#)

Semester Offered

Offered Spring 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.

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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](#)

[ICE 101: Residential Electrical And Wiring](#)

ETE 101 or ICE 101

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Fall 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](#)

[ICE 101: Residential Electrical And Wiring](#)

ETE 101 or ICE 101

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Spring only

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Spring 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

[CSC 121](#) and [ETE 105](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Spring only

Emergency Medical Technician

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

EMT 210: Advanced Emergency Medical Technician - Part 1

The Advanced Emergency Medical Technician is responsible for providing essential medical care and transportation to critically ill and emergent patients who require emergency medical attention. They possess the necessary knowledge and skills to provide basic patient care and transportation. The Advanced Emergency Medical Technician operates under the guidance of medical oversight and is an integral part of the EMS response team. They utilize both basic and advanced medical equipment commonly found in an ambulance to perform necessary interventions. The Advanced Emergency Medical Technician serves as a crucial link between the scene of an emergency and the emergency healthcare system.

Successful completion of AEMT-Part 1 and AEMT-Part 2 of this course leads to eligibility to take New York State AEMT Certification Exams.

Credits 7

Prerequisites

[EMT 110: Emergency Medical Technician Fundamentals](#)

Semester Offered

Offered Fall

EMT 211: Advanced Emergency Medical Technician - Part 2

The AEMT program is divided into two parts, where Part-2 builds upon the knowledge gained in Part-1. This program provides students with the necessary skills to offer primary and limited advanced emergency medical care and transport critically ill and emergency patients who rely on the emergency medical system. The course focuses on handling trauma emergencies and special populations. As an Advanced EMT, you will possess knowledge of both basic and advanced ambulance equipment usage, and your duties will involve caring for critical and emergent patients. You will receive dispatch calls and be required to provide primary and limited advanced emergency medical care and transportation for patients in critical or emergent situations. The AEMT program will equip you with the necessary skills to fulfill these responsibilities.

Successful completion of EMT 210-Part 1 and EMT 211-Part 2 of this course leads to eligibility to take New York State AEMT Certification Exams.

Credits 7

Prerequisites

[EMT 210: Advanced Emergency Medical Technician - Part 1](#)

Semester Offered

Offered Spring

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. Completion of a research essay is necessary for eligibility to pass the course.

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

Diversity: Equity, Inclusion, and Social Justice
Humanities

Critical Thinking and Reasoning Competency

Credits 3

Prerequisites

[ENG 101: English Composition](#)

Semester Offered

Offered Fall and Spring

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 upon sufficient demand

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 upon sufficient demand

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 upon sufficient demand

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 upon sufficient demand

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 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 upon sufficient demand

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

Prerequisites

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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.

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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](#), placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

Semester Offered

Offered Spring only

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, self-management, 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 upon sufficient demand

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 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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101: English Composition](#)

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

Diversity: Equity, Inclusion, and Social Justice
Humanities

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](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

[MAT 100](#) or higher, or placement above [MAT 100](#).

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**Prerequisites**

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Fall (Odd Years)

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**Prerequisites**

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Fall (Even Years)

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**Prerequisites**

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Spring (Even Years)

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**Prerequisites**

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Spring (Odd Years)

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 and Spring

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 and Spring

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 post imperial 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 that shaped and defined the twentieth century. Specific topics covered will include the advent of mass society, the end of colonialism, the rise of nationalism and 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 post-colonial global affairs.

General Ed Category

World History and Global Awareness

Credits 3

Prerequisites

Completion of ENG 101S 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](#).

Corequisites

[HUS 101: Introduction To Human Services](#)

[HUS 105: Introduction To Basic Counseling Skills](#)

[HUS 108: Foundations For The Chemical Dependency Professional](#)

HUS 101, HUS 105, HUS 108, and HUS 175 permitted as corequisites if all four courses are taken together in the first semester of the one year "Alcohol & Substance Abuse Counseling Certificate."

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 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](#).

Semester Offered

Offered Summer

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

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 Fall only

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 Fall only

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 Spring only

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

Prerequisites

[ICE 102: Electrical Blueprint Reading](#)

Semester Offered

Offered Spring only

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 101: Residential Electrical And Wiring](#)

[ETE 101: Electrical Circuits I](#)

Semester Offered

Offered Fall only

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.

General Ed Category

Information Literacy / AI Component

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

Completion of [ENG 101](#) or ENG 101S and college level reading placement or completion of [RDC 095](#).

Semester Offered

Offered Fall only

Mathematics

MAT 090: Prealgebra Supplement

Students placed into MAT 090 must enroll concurrently in MAT 098 and this supplemental course during the same semester. This course is intended to support student success in MAT 098 by providing additional instruction and academic assistance. It is graded on a pass / fail basis.

Students who withdraw or are involuntarily withdrawn from MAT 098 will also be withdrawn from MAT 090.

Prerequisites

placement test results

Corequisites

corresponding [MAT 098](#) section

Semester Offered

Offered Fall and Spring

MAT 098: Prealgebra

This course reviews essential mathematical skills to prepare students for introductory algebra.

Topics include real numbers (whole numbers, integers, fractions, and decimals), algebraic expressions, linear equations, and an introduction to graphing on the coordinate plane. At the end of the course, students complete a comprehensive departmental final exam to evaluate readiness for introductory algebra. A grade CN or higher is required to pass.

NOTE: Students enrolled concurrently in MAT 090 and MAT 098 who withdraw or are involuntarily withdrawn from MAT 098 will also be withdrawn from MAT 090.

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 and Spring

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 transfer students. After successful completion of this courses, students can take MAT101Q - Quantitative Literacy II or MAT103 - Finite Mathematics. This course counts as free elective credit only.

Credits 4

Prerequisites

[MAT 098: Prealgebra](#)

MAT 098 - Prealgebra, equivalent or placement

Corequisites

[RDG 095: Reading Foundations](#)

RDG 095 - Reading Foundations 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.

General Ed Category

Mathematics (and Quantitative Reasoning)

Credits 3

Prerequisites

[MAT 100Q](#) or [MAT 100](#), equivalent or placement.

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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 only

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Spring only

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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 Fall 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

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

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Fall 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

Completion of [MAT 100](#) or higher, or placement above [MAT 100](#);

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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

Completion of [MAT 100](#) or higher, or placement above [MAT 100](#);

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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

Completion of [MAT 100](#) or higher, or placement above [MAT 100](#);

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101](#)

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

Semester Offered

Offered Spring only

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 Fall 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](#)

Completion of [MAT 105](#) or higher

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Semester Offered

Offered Fall only

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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[MAT 100: Introductory Algebra](#)

[ENG 101: English Composition](#)

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

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

[ETE 202: Introduction To Industrial Electricity](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101: English Composition](#)

Semester Offered

Offered Spring

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](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[MAT 100](#) or equivalent, or placement above [MAT 100](#).

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 upon sufficient demand

Nursing & Allied Health

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

This course presents an overview of the relationship among the concepts of person, environment, health, and nursing. The client's need for a physiological and psychosocial integrity and a safe, effective environment are explored. The nursing process is introduced as a problem-solving technique. The student acquires the knowledge and skills essential to meet the basic needs of individuals with health care needs. Clinical experiences are gained in the college laboratory, University of Vermont Health Network at CVPH and other sites as arranged. (75 lecture, 53 skills lab, 57 clinical hours).

Credits 8

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 course focus is the study of patients 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 Units, Intensive Care Unit, Fitzpatrick Cancer Center, Cardiac Catheterization Unit of the local hospital and Hospice. (45 lecture, 15 skills practice, and 120 clinical hours).

Clinicals on Tuesday and Wednesday weekly during the semester.

Credits 5

Prerequisites

"C" or better in [NUR 104](#), [NUR 105](#), [BIO 228](#), [BIO 229](#), and [PSY 230](#)

Corequisites

"C" or better in [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](#), [BIO 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 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

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101: English Composition](#)

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](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101: English Composition](#)

[MAT 204](#), [MAT 205](#) or equivalent

Semester Offered

Offered Spring only

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.

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 humankind and the proper relationship of the individual to the state.

Credits 3

Prerequisites

Completion of ENG 101S or placement in [ENG 101](#).

Semester Offered

Offered upon sufficient demand

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 101S 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.

General Ed Category

Social Sciences

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.

General Ed Category

Social Sciences

Credits 3

Prerequisites

[PSY 101](#); placement in [ENG 101](#).

Semester Offered

Offered Fall only

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 only

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.

General Ed Category

Social Sciences

Credits 3

Prerequisites

[PSY 101](#), [ENG 101](#).

Semester Offered

Offered Spring only

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.

General Ed Category

Social Sciences

Credits 3

Prerequisites

[PSY 101: Introduction To Psychology](#)

PSY 101 and placement in [ENG 101](#).

Semester Offered

Offered Spring only

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.

General Ed Category

Information Literacy Competency

Credits 1**Prerequisites**

Placement into [ENG 101](#) and [MAT 100](#)

Placement into [ENG 101](#) and college-level reading, or completion of ENG 101S and [RDG 095](#).

Corequisites

[ENG 101: English Composition](#)

Semester Offered

Offered Fall and Spring

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

Diversity: Equity, Inclusion, and Social Justice
Social Sciences

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](#)

Semester Offered

Offered Spring (Odd Years)

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

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